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ABSTRACT

This training manual consists of two major sections: a "Handbook for Conducting an Elementary Program Review" and the "Elementary Program Quality Criteria" document. The handbook is designed to assist a program review team in (1) judging the effect of curriculum, instructional methodologies, and effectiveness strategies on students; (2) guiding the development of planned assistance; and (3) providing a model for the school's self-study process. Introductory material describes the program review process as well as the goals and training agendas for process participants. Chapter 1 describes the methodology and procedures of program review, the application of quality criteria, and the means for developing suggestions for instructional improvement. Chapter 2 describes the quality criteria. Chapter 3 describes the process of developing a program improvement design. Appendix A contains the quality criteria. Appendix B is the guide to be used by schools in conducting a self-study. The remaining two-thirds of the training manual contain the "Elementary Program Quality Criteria" document, with sections on the following topics: how to collect information; a guide for applying the 13 quality criteria; how to report findings and suggestions; practice exercises; special needs; and extensive resource lists, including state frameworks and handbooks, an extensive bibliography of resources for program development and review, and a policy evaluation of the California School Improvement Program. (IW)

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ELEMENTARY PROGRAM REVIEW TRAINING MANUAL 1985-86

Developed by the Office of School Improvement
Instructional Support Division

EA 018 246

CALIFORNIA STATE DEPARTMENT OF EDUCATION Bill Honig—Superintendent of Public Instruction Sacramento, 1985

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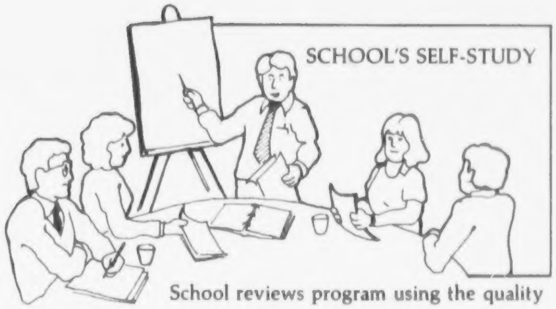
THE PROGRAM REVIEW PROCESS



SCHOOL'S SELF-STUDY

School reviews program using the quality criteria and reaches conclusions about program effectiveness.

REVIEW PREPARATION MEETING

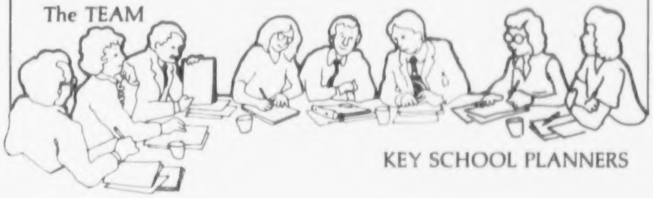
KNOWLEDGE of:

Quality criteria, school plan, school data summary, curriculum

About Our Program:

how it's working

where we're going



The TEAM

KEY SCHOOL PLANNERS

REVIEW OF SCHOOL PROGRAM

FIND OUT BY:

- Observing what's happening
- Talking to school community
- Reviewing records and documents
- Talking to key planners

What comprises the program and how it is impacting the students and adults.

COMPARE WITH:

QUALITY CRITERIA

Team PREPARES:

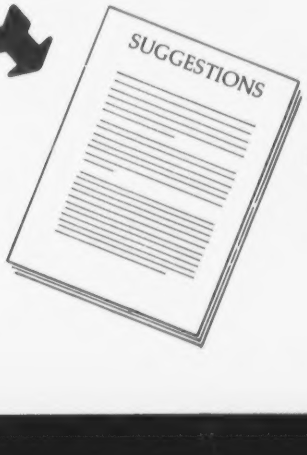
- Summary of findings
- Recognition of program strengths
- Suggestions for increasing school effectiveness

DEVELOPMENT OF REPORT OF FINDINGS:

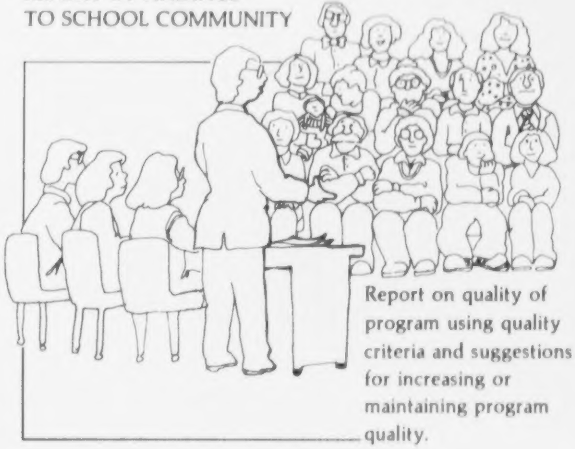
The TEAM

KEY SCHOOL PLANNERS

Findings and suggestions of the team presented. Selected suggestions developed into assistance plans.

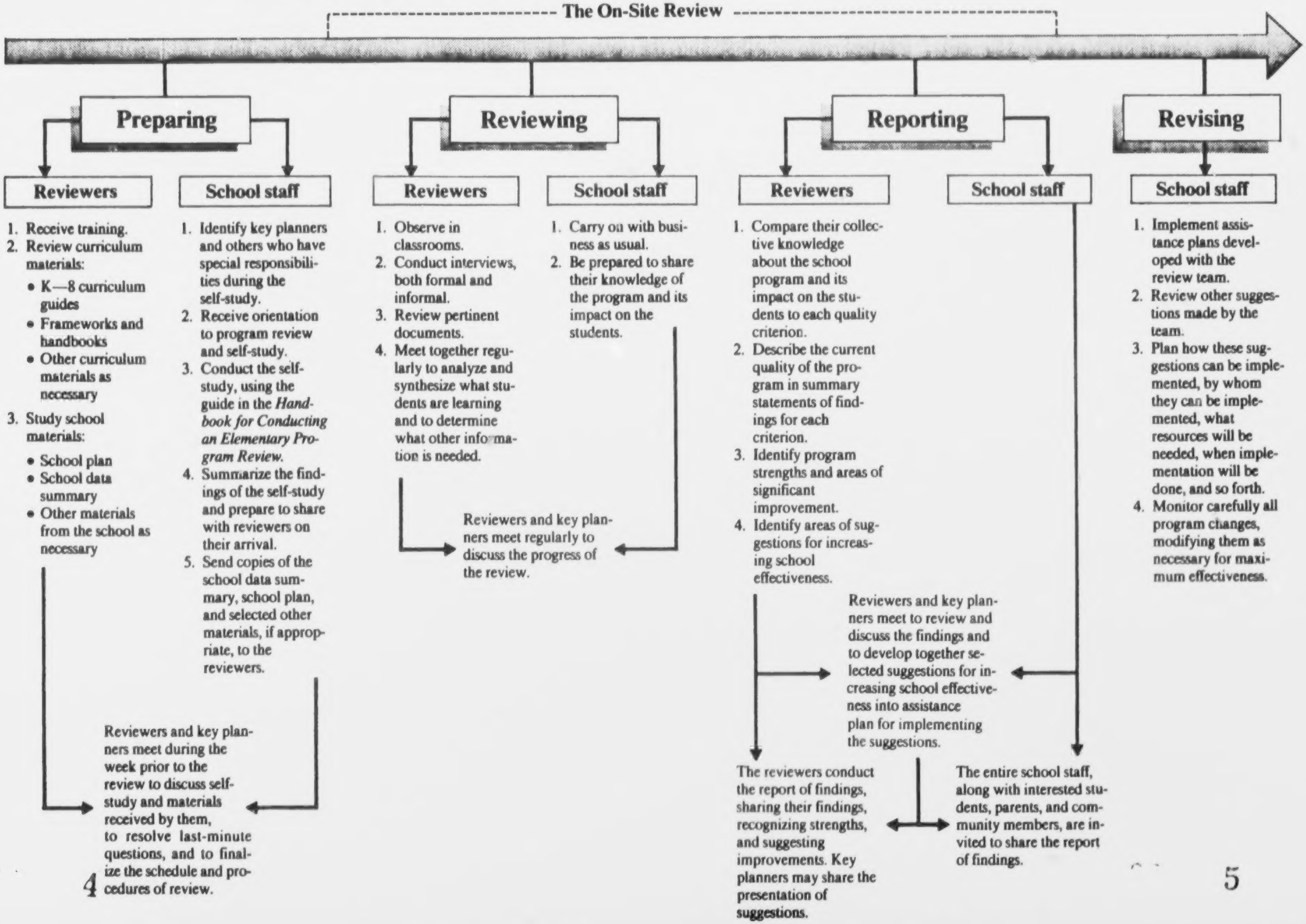


REPORT OF FINDINGS TO SCHOOL COMMUNITY



Report on quality of program using quality criteria and suggestions for increasing or maintaining program quality.

The Program Review Process for Elementary Schools



The On-Site Review

Preparing

Reviewers

1. Receive training.
2. Review curriculum materials:
   - K—8 curriculum guides
   - Frameworks and handbooks
   - Other curriculum materials as necessary
3. Study school materials:
   - School plan
   - School data summary
   - Other materials from the school as necessary

School staff

1. Identify key planners and others who have special responsibilities during the self-study.
2. Receive orientation to program review and self-study.
3. Conduct the self-study, using the guide in the *Handbook for Conducting an Elementary Program Review.*
4. Summarize the findings of the self-study and prepare to share with reviewers on their arrival.
5. Send copies of the school data summary, school plan, and selected other materials, if appropriate, to the reviewers.

Reviewers and key planners meet during the week prior to the review to discuss self-study and materials received by them, to resolve last-minute questions, and to finalize the schedule and procedures of review.

Reviewing

Reviewers

1. Observe in classrooms.
2. Conduct interviews, both formal and informal.
3. Review pertinent documents.
4. Meet together regularly to analyze and synthesize what students are learning and to determine what other information is needed.

School staff

1. Carry on with business as usual.
2. Be prepared to share their knowledge of the program and its impact on the students.

Reviewers and key planners meet regularly to discuss the progress of the review.

Reporting

Reviewers

1. Compare their collective knowledge about the school program and its impact on the students to each quality criterion.
2. Describe the current quality of the program in summary statements of findings for each criterion.
3. Identify program strengths and areas of significant improvement.
4. Identify areas of suggestions for increasing school effectiveness.

School staff

Reviewers and key planners meet to review and discuss the findings and to develop together selected suggestions for increasing school effectiveness into assistance plan for implementing the suggestions.

The reviewers conduct the report of findings, sharing their findings, recognizing strengths, and suggesting improvements. Key planners may share the presentation of suggestions.

The entire school staff, along with interested students, parents, and community members, are invited to share the report of findings.

Revising

School staff

1. Implement assistance plans developed with the review team.
2. Review other suggestions made by the team.
3. Plan how these suggestions can be implemented, by whom they can be implemented, what resources will be needed, when implementation will be done, and so forth.
4. Monitor carefully all program changes, modifying them as necessary for maximum effectiveness.

THE THREE GOALS OF ELEMENTARY SCHOOL PROGRAM REVIEW TRAINING

There are three goals for program review training that enable the participants to effect change. The goals fall into three areas including improvement in the process of program review, improvement in the quality of the instructional program, and improvement in the schoolwide strategies that support the delivery of the instructional program.

GOAL 1 (IMPROVEMENT IN THE PROCESS OF PROGRAM REVIEW FOR THE SCHOOL)

Reviewers will assist schools in realizing three correlated benefits through the process of program review:

- Accurate diagnostic information
- Assistance in planning
    - General qualitative information about the effects of the program
    - Suggestions for the focus of planning next steps
- Training for school staff in the review process which can then become part of the school's management

In addition, the program review will provide data to state policy makers on issues of statewide concern.

GOAL 2 (IMPROVEMENT IN THE INSTRUCTIONAL PROGRAM)

Reviewers will encourage improvements in the quality of curriculum and instruction as expressed in the review criteria. The criteria contain a special emphasis on the following themes which are woven throughout:

- Thinking, communication and learning skills developed for all students in each area of the curriculum:
    - Shift the balance of instructional time away from rote tasks (drill and practice, fill-in-the-blanks, color in the shapes, yes-no questions, and so on) toward assignments that challenge the student to think, communicate and learn to his or her best ability (problem solving, reading interpretatively, writing reports, group discussion, and so on).
- More attention to the concepts, ideas, issues and stories in each curriculum area as the motivation and framework for learning facts
- Teaching methods which encourage and challenge all students to think and communicate their thoughts, and apply what they have learned to complex, long-term assignments (science projects, reading, and interpreting literature, history reports, and so on).
- Balanced curriculum for all students, including special needs students. To the extent possible, subjects such as science, social studies and fine arts should not be supplanted by remedial curricula or extra curricular activities.

- Special needs services which provide extra help for the student to succeed in the regular curriculum. For example, the reading specialist helping the student through the grade level science, social studies, and literature books which his or her peers are using, instead of pulling the student out of science instruction and putting him or her in a remedial reading program; the regular classroom reading program handling a wide spectrum of reading levels and the special needs services supporting the students' success in this regular reading program as well as the other areas of the curriculum.

- Staff development resources which focus on what staff need to adopt and install curriculum and instruction improvements.

GOAL 3 (IMPROVEMENT IN SCHOOLWIDE STRATEGIES THAT SUPPORT THE DELIVERY OF THE INSTRUCTIONAL PROGRAM)

Reviewers will encourage improvements in the schoolwide effects on learning as expressed in the program review criteria. The criteria contain a special emphasis on the following themes:

- The culture of the school revolves around the joy and importance of learning.

- The allocation of resources, human and material, is aligned with the curriculum and instructional goals.

- The school is actively engaged with the wider community of parents, business, civic organizations, public agencies, and the general public in common support of school and community goals.

- There is a living improvement process rooted in the learning culture which is cultivated by management practices and supported by policies and resources.

TRAINING AGENDA — LEVEL I

Day 1

8:00 Registration
Memory Jogger
Welcome
Introductions
Certification of Reviewers
Program Review

- The purpose of program review training
- Overview of the process of program review
- Reviewer's perspective of program review

8:45 Introduction to Quality Criteria

- How the criteria are structured
- The elements of the criterion for Planning
- How information is collected

9:30 Break

9:45 Criteria - Reading, Oral Language, Written Language and Mathematics

- Understanding each criteria
- Gathering information related to the criterion

10:45 Collecting Information and Self-study

- The process of collecting information
- Interpersonal skills critical to a successful review
- Self-study and other school information

11:30 Lunch

12:30 Criteria - History-Social Science, Science and Visual and Performing Arts

- Understanding each criteria
- Understanding the interrelationships between the curricular and the schoolwide criteria
- Identifying the area of improvement
- Identifying evidence which would lead to a suggestion for improving effectiveness of instructional program

1:30 Criterion - Special Needs

- Understanding the criterion
- Practice applying the criterion

2:10 Break

2:25 Procedures of Program Review

- Sequence of events and responsibilities involved in the program review process
- Development of the Report of Findings

3:20 Managing the Review

- The role of team members
- The skills required in organizing and managing a successful collaborative review

3:45 Closure, Evaluation

Day 2

8:00 Suggestions for Increasing School Effectiveness

- Place of suggestions in the school review
- The elements of a suggestion
- Writing a suggestion
- Developing a suggestion into an assistance plan

9:30 Criteria - Staff Development, Learning Environment, Leadership, and Schoolwide Effectiveness

- Understanding each criteria
- Developing an assistance plan
- Role playing the collaborative effort in developing an assistance plan

10:15 Break

10:30 The Report of Findings

- Stages of delivery of the Report of Findings
- The elements of the Report of Findings
- The critical nature of the method of delivery
- Shared responsibilities

11:30 Preparation and delivery of the Report of Findings

3:30 Closure, Evaluation

TRAINING AGENDA--LEVEL II

Day 1

8:00 Registration
Memory Jogger
Welcome
Introductions
Certification of Reviewers
Program Review

- The purpose of program review training
- Overview of the process of program review
- Reviewers perspective of program review

History, changes in program review
Walk through Training Manual

9:00 Review of Quality Criteria

- Elements of criterion for Planning
- Exercise #6 - break

10:45 Collecting Information and Self-Study

- Review of strategies
- School generated data, self-study

11:30 Lunch

12:30 Criteria-History/Social Science, Science and Visual and Performing Arts

- Review criteria
- Application of criteria - Practice Exercise #7

1:30 Management of Review and Procedures

- Team meetings
- Collaboration
- Assignments on a Review, Pacing and Balance
- Managing Conflict
- Effective team behaviors
- Reaching agreement

2:15 Break

2:30 Special Needs Criterion

- Review of criteria
- Application of criteria - Practice Exercise #8

3:45 Evaluation

TRAINING AGENDA--LEVEL II

Day 2

8:00 Suggestions for Increasing the Effectiveness of the Instructional Program

- Review of purpose of suggestions in the school review
- The elements of a suggestion
- Writing a suggestion
- Developing a suggestion into an assistance plan

9:30 Criteria - Staff Development, Learning Environment, Leadership and Schoolwide Effectiveness

- Review of criteria
- Application of criteria - Practice Exercise #9

10:15 Break

10:30 The Report of Findings

- Stages of delivery of the Report of Findings
- The elements of the Report of Findings
- The critical nature of the method of delivery
- Shared responsibilities

11:30 Preparation and delivery of the Report of Findings - Lunch

3:30 Closure, Evaluation

EVALUATION OF FIRST DAY TRAINING

1. What parts of today's training worked well for you and why?

2. What aspects are still unclear?

3. Do you have any suggestions?

EVALUATION OF PROGRAM REVIEW TRAINING

1. With which aspects of a program review are you most comfortable?

   - Applying the quality criteria
   - Collecting information
   - Developing suggestions
   - Preparing and presenting the final report
   - Understanding the procedure of program review

2. Which aspects are still unclear to you?

3. What parts of the training worked well for you and why?

4. What would you change and how?

ELEMENTARY SCHOOL PROGRAM QUALITY CRITERIA HANDBOOK

OFFICE OF SCHOOL IMPROVEMENT

California State Department of Education

HANDBOOK FOR CONDUCTING AN ELEMENTARY PROGRAM REVIEW

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PREFACE

This guide, Handbook for Conducting an Elementary Program Review, is to be used in conjunction with the Elementary Program Quality Criteria document. It has been designed to assist members of a program review team through the process of conducting a program review. The review team may consist of a majority of persons, including the lead, who are outside the district as is the case in a formal program review, or the team may be made up of school staff and parents who wish to conduct a self-study on an informal basis. The program review process has been designed for judging the effects of the curriculum, instructional methodologies, and effectiveness strategies on the students; for guiding the development of planned assistance; and providing a model for the school's own self-study process.

The handbook is divided into three chapters. Chapter I describes the methodology and procedures of program review, the application of quality criteria to the school's curricular and instructional program, and the means by which suggestions for increasing the effectiveness of the instructional program might be developed. Chapter II describes the quality criteria and contains cautions for reviewers about the application of the criteria to the school program. Chapter III describes how the transaction between the review team and the school results in a design for improving the program offered to the students.

Appendix A contains the quality criteria, and Appendix B is the guide to be used by schools in conducting a self-study. All schools scheduled for a program review will complete a self-study prior to their review. It's hoped that other schools will find this guide useful as they assess the quality of their program during their planning process.

Both state and federal laws mandate the periodic review of schools receiving special funding through the consolidated application. It is hoped, however, that all schools, regardless of funding, will find the program review beneficial in their efforts to provide high-quality education for all students.

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CHAPTER I: THE PROGRAM REVIEW PROCESS

Program Review Overview

Purpose of Program Review

The primary purpose of program review is to improve the quality of curriculum and instruction. It is a means for developing and sustaining a high-quality educational program for all students.

Scope of the Program Review

The program review process described in this handbook focuses on the extent to which the school's curriculum, instructional methodologies, and effectiveness strategies contribute toward the goal of a high-quality educational program for each student.

The quality criteria used in program review address the two major aspects of a school program--curriculum, or what is being taught, and the schoolwide policies, practices, and procedures that shape and support instruction. The curricular criteria include:

Reading
Written Language
Oral Language
Mathematics
Science
History-Social Studies
Visual and Performing Arts

The schoolwide criteria include:

Instructional Programs: Schoolwide Effectiveness
Services to Students with Special Needs
The Learning Environment
Staff Development
Leadership
Planning, Implementing, and Evaluating

Review Strategy

The review strategy is based on the Quality Criteria contained within the Elementary School Program Quality Criteria. Through a combination of observation of the instructional program and its impact on students, recounted perceptions of those at the school, and documented evidence presented to the team, the reviewers develop an understanding of the current effectiveness of the school program (diagnosis), an analysis of why the program elements are as they are, and determination of the kind of changes that should occur to improve the program of the students (assistance design).

Establishing an understanding of the school program requires an organized effort. This understanding is developed by having a clear idea of the school's curricular emphases, by observing individual students, by analyzing students' current work, by compiling instructional staff and student explanations of students' current and past activities, and by reviewing instructional and management material used by the staff. These observations are supplemented by discussions with staff and parents. Finally, this compiled knowledge forms the basis for the reviewers' judgment of the effect of instruction on the student.

As the reviewers begin to understand the situation for the students, they also seek to find out what processes at the school have contributed to the current situation. The reviewers seek explanations from the school staff that detail why they do things as they do and how curricular decisions are made; where the instructional program comes from; how it is supported and improved; how plans are implemented; and so on. This analysis forms the basis for the reviewers' suggestions for improving instruction and guides the development of the assistance design.

As the reviewers complete the review, a report of findings is prepared in concert with the key program planners at the school. The report provides two types of findings: (1) the extent to which the quality of each aspect of the program reviewed matches the standard of the quality criteria (diagnosis); and (2) suggestions for improving or sustaining the effectiveness of the program, including assistance plans for implementing selected suggestions (assistance).

By developing the suggestions for increasing the effectiveness of the program with the school's key planners and principal, the reviewers identify prime improvement areas and indicate how the improvement process at the school can improve or sustain the quality of the program. Local, county, regional, and state resources are also considered in framing the assistance plans.

Relationship Between Program Review and Ongoing Planning and Evaluation

Reviews conducted by reviewers from outside the school can provide a fresh viewpoint and independent validation of internal review findings. Use of the program review procedures by the people at a school prior to an external review and familiarity with the school's own data profile can do much to enhance the effectiveness of the external review. Familiarity with the review criteria and procedures will help staff and parents communicate effectively with reviewers, and help reviewers obtain the information they need to make informed judgments.

In short, the program review process yields information that is essential to effective development of the school's curriculum and instructional program--information about what is working well and why, and what should be changed. Program review should be a valuable part in the program improvement cycle of planning, implementing the planned program, evaluating the program, and modifying the planned program.

Program Review Responsibilities

In order for the program review to yield results likely to be useful in developing and sustaining a high-quality educational program, members of the review team and the school community must recognize their roles and responsibilities within the process in three critical areas: establishing an idea of what is currently happening at the school, identifying areas of the school program in need of improvement, and developing an assistance plan that provides a framework for the improvement effort.

The school's key planners, a small group of representative adults involved in the instructional program, are responsible for establishing a link between the review team and the school community. They provide information to the review team in a way that enhances the development of a complete and cohesive picture of the school's curriculum and instructional programs.

The key planners, usually five to seven in number, are designated by the principal. They are selected representatives from the classroom, curriculum or grade level chairpersons, program coordinators, resource or specialist teachers, or any other school staff members who are a significant part of the school's planning process. District personnel, SSC chairpersons, other committee or PTA chairpersons and parents who are knowledgeable about the school's program may be included.

The principal and key planners assist the school community and reviewers in all aspects of program review. They also serve as leaders in the school's self-study process, and assist the team in its information gathering efforts during the review preparation meeting and other formal and informal ongoing meetings. Their responsibilities also include (1) building, in a collaborative effort with the review team, selected suggestions into assistance plans; and (2) providing active leadership roles in the school's implementation of these plans after the team leaves.

Major responsibilities of the reviewers. The major responsibilities of the reviewers are:

- To conduct the review thoroughly enough for the development of a clear and accurate understanding of the effectiveness of the instructional program
- To use that knowledge to make usable suggestions for increasing or sustaining the effectiveness of the program

In order to fulfill these responsibilities, each reviewer must also:

- Be fully conversant with the quality criteria and the process of program review.
- Review thoroughly the curriculum frameworks, handbooks, K-8 curriculum guides, and literature related to the areas to be reviewed.
- Put aside any bias toward any particular program or method.
- Use the school data summary and the self-study findings to facilitate discussions with school staff and parents. These discussions should cover the curriculum and instructional program, how well it is working, and provide evidence sufficient to verify, extend, clarify, enrich, or repudiate those findings.
- Be able to reflect back to the school--as a mirror--the picture he or she has developed of the current effectiveness of the school program.
- Recognize and support the program improvement efforts of the school community.

Major responsibilities of the school community. While the review team is responsible for learning as much about the program as can be learned in a limited period of time, the school community is responsible for making sure that the team is gaining accurate and complete information about the program. A school community prepares for program review by conducting a required self-study (Appendix B). A thorough review of their program, using the quality criteria, will enable the members to know how well their program is working and why. With this knowledge the school community will be able to assist the reviewers in gathering accurate information about the program so that the findings of the review--especially the suggestions for increasing the effectiveness of the instructional program--will be complete.

The major responsibilities of the staff, parents, and community members involved in a program review are:

- To know the curriculum and planned instructional program and how they affect the students
- To be familiar with the program review process and the quality criteria
- To be involved as a total staff in the self-study and in identifying program strengths and areas in need of improvement in relation to the program review quality criteria by spelling out activities that are working and those that are not
- To be ready to share this knowledge with the review team and to be able to direct reviewers to the information they need to fulfill their responsibilities

Program Review Methodology

The methods used in gathering information about the program include observation, interview, and documentation. Information gathered through each method is verified by information from one or both of the other sources. When combined, the data gathered from the three methods should form a complete picture of the program. The use of specific procedures should ensure that the review will be thorough and consistent. This view of the program is then compared with the quality criteria. From that comparison come the suggestions for increasing the effectiveness of the instructional program or recognitions of program strength. Throughout this process the reviewer will be guided by the quality criteria (see Chapter II of this handbook) that identify areas of the program to be investigated and provide directions to reviewers for collecting information about the school program.

The criteria used for judging program quality describe the curriculum, instructional methodologies, and effectiveness strategies and their effects on the students. Each criterion contains features of a high-quality program. The quality criteria are designed for use with the review procedures enumerated in this handbook and with the "Guide for Applying the Criteria." The reviewer's job is to determine to what extent each aspect of the program being reviewed fits the description of a high-quality program.

Classroom Observation

Through classroom observations, the reviewers gather information about how the various instructional methods, the curriculum, and effectiveness strategies operate in the classroom setting. This information is collected to develop a complete understanding of the program and its effect on the student. Insight into the effects of the staff development activities, as well as instructional support and planning activities, also emerges through classroom observations. Upon entering the classroom, reviewers should spend a few minutes observing what is happening, remembering that they are putting together an initial picture rather than making a judgment at this point; that each impression will need to be verified through further observation and informal interview as well as through other sources; and that first impressions may be influenced by personal bias.

These initial observations should include:

- What the students are doing: Receiving instruction? Applying skills? Practicing newly acquired skills? Synthesizing and evaluating information? Waiting? Playing? Causing a disturbance?
- How the classroom is being managed: Is it task-oriented? Conducive to learning?
- Range of activities taking place from acquisition of knowledge to higher level learning skills
- How students are grouped and how individual assistance is provided
- How much time the students actually spend on the assigned activity: Do they know what to do?
- How students are applying the skills being learned

- How students with special needs are participating in the classroom activities
- How the instructional settings are varied according to the needs of the student and/or what is to be learned
- Any evidence of balance in the curriculum; i.e., visual and performing arts, history/social science, and science.

The information gained through these initial observations is built upon using as guides the curricular and schoolwide criteria.

NOTE: Classroom observation includes informal interviews with students and staff, based upon what has been observed, as well as the observation of activities.

Interview

The basic information gained through classroom observation is verified, clarified, and expanded through interviews. Interviews enable the reviewers to learn how the program came to be the way it is, as well as to better understand the program as it is.

By using what is known about the curriculum and instructional program thus far, reviewers conduct both informal and formal group interviews. Examples of informal interviews include asking questions of the students and teachers in the classroom, talking with aides working with students, talking with teachers in the teachers' lounge, and so forth. Formal group interviews are conducted with teachers, aides, councils/committees, district personnel, support staff, and volunteers. The interviews serve several major purposes:

- Verifying data obtained from other sources
- Collecting data that have not been gathered from other sources
- Resolving conflicts in data collected
- Giving people the opportunity to share past experiences, present conditions, or future plans which the reviewers might not have uncovered
- Offering an opportunity for people to ask questions of the review team

Review of Data, Policies, and Other Documents

Documentation helps to verify, expand, and clarify what is learned through classroom observations and interviews. The information in the School Data Summary forms an initial base for the review as it contains a broad sample of information about the student population, adult and student expectations, the curriculum point of view, achievement information, and other data. Reviewers should not read documents for the sake of establishing that such recordkeeping exists, but rather for the purpose of developing a complete understanding of what the program in action is really like. A school, on the other hand, should not create documents for the review team but should share meaningful data, policies, and other records that are useful to staff and parents in forming the program and helping it to move forward.

Suggestions for Increasing the Effectiveness of the Instructional Program

Suggestions for increased effectiveness are framed by the review team as they compare what they have learned about the program and its impact on students to the quality standards in the review criteria.

During this phase of the review, it is important that the team keep in mind that individual schools institute and support change in various ways. The design of an appropriate change or improvement process is critical to the success of the suggested effectiveness strategies. The reviewers and key planners will select which suggestions should be developed into assistance plans with the goal of immediate implementation and determine which suggestions should be reserved for future implementation. Next, team and key school planners develop plans for improvement for the selected suggestions, including proposed activities, strategies for implementation, need for resources, and so on. Finally, all suggestions are woven together in the report of findings as a working document to be used by the school to guide further improvement efforts.

In developing assistance plans reviewers and school program planners identify activities that would:

- Eliminate or ameliorate conditions interfering with the implementation of high-quality curriculum and instruction
- Have the greatest impact on the program, leading to improved effectiveness in many areas
- Be the best next step to take in an area ready for improvement--where staff interest and motivation are high, where there can be high yield for efforts expended, and where the scope is appropriate to ensure success

The design for providing assistance should link the resources the school needs for change with the services available so that there is maximum support for improvement efforts. The identification of supportive resources should spiral outward from the school itself and include district, county, regional, and state services. The assistance design grows out of the suggestions for increasing the effectiveness of the instructional program and includes the school's procedures for planning, implementation, and evaluation.

Program Review Procedures

This section describes the steps to carry out a program review. It is divided into three sections: making the arrangements, preparing for program review, and conducting the program review.

Making the Arrangements

Scheduling, mailing of materials, and establishing liaison between reviewers and the school district take place at the local level. Most districts will be affiliated with other districts with which they share personnel to provide a pool of trained independent persons required for review teams. Most offices of county superintendents of schools provide coordination services to assist districts in the formation of a consortium or other types of affiliation. Although there will be a variety of such arrangements, for the sake of simplicity in explanation, this section will assume the existence of a consortium of districts and the existence of a person designated to coordinate program review activities in the consortium. The reader should make appropriate analogies to the circumstances of the particular district being reviewed.

The lead reviewer's involvement with the review of a particular school is initiated by the consortium's program review coordinator. The coordinator will orient the lead reviewer to the procedures being used in the consortium; to materials and in-service training the school staff has received; and to responsibilities for contacting district and school personnel.

Contacting the school. Consistent with consortium's procedures, the lead reviewer will telephone the school principal to set up the review. This call, usually a month before the review, should cover the following topics:

- Confirmation of schedule of events--times and dates of visits to the school by the lead and the full team
- Information the school should send to the reviewers ahead of time
- Information the school will receive ahead of time and how to get it
- Proposal of an agenda for the "review preparation meeting" by the reviewers, the principal, and key school planners

- Curricular areas selected by the school on which the review will focus

- Procedures used by the school in preparing for the review, including a mandatory self-study

- Procedures used by the team before, during, and after the review

- Clarification of any concerns or questions

Meeting of the review team. Prior to the review, the lead reviewer should contact other team members to conclude all arrangements of time, place, and materials. The lead reviewer should discuss with each team member his or her background and experience with program review. Expectations for review preparation (see next section) should be clarified and the overall schedule of events and review strategies determined. Finally, the plans and expectations for the review preparation meeting with school planners should be discussed.

Preparing for Program Review

A successful program review depends upon thorough preparation on the part of the review team. In addition to completing the necessary arrangements, the team will read, study, and discuss a variety of materials prior to the initial meeting with the school principal and school planners. Some of these materials will be obtained through the consortium coordinator, while others will be obtained directly from the school. The basic set of materials includes:

- *Elementary Program Review Training Manual, 1985-86*, including the *Handbook for Conducting an Elementary Program Review*

- State Department of Education K-8 curriculum guides, frameworks, and handbooks in the curriculum areas selected as focus of the review

- Curriculum assessment results, goals statements, expectation statements, books in use, reading lists, others as determined by the school and the district

- School plan

- School data summary: demographic trends over time, student achievement patterns over time, attendance and other climate patterns over time, program evaluation reports, district and school policies related to curriculum, instruction, staff development, and school planning

- Logistic information: maps, schedules, staff roster, and so on

Study the curriculum materials. The curriculum materials prepared by the State Department of Education include state K-8 curriculum guides and curriculum frameworks and handbooks. These materials will be reviewed by the team. The purpose of this review is to ground the review team in what state and national curriculum leaders believe makes a quality program in their area and to provide the background standards which will frame the discussions between the review team and the school planners on curriculum issues. In addition, the review of the curriculum materials will help the team in the analysis and assessment of the school's curriculum and in the formulation of suggestions likely to have good results for the school.

The curriculum materials sent to the reviewers by the school--such as the goals and expectations, the school's curriculum assessment, the books in use in the classroom, required and elective reading lists, and so forth--should provide a sense of the curriculum offered by the school. It is important for the team members to be able to demonstrate a basic understanding of the curriculum offered when they first meet with school planners.

The reviewers will analyze how the curriculum offered by the school compares to the standards of the quality criteria and the expectations conveyed by the guides and handbooks in the curriculum materials prepared by the Department of Education. Curricular issues to be discussed at the review preparation meeting with the school planners should be identified and framed for discussion.

In preparing for the discussion on curriculum, reviewers should ask the following questions:

- What is the balance of subjects taught every student?
- Are there major gaps in the curriculum?
- What kind of balance is there between skills development and content in each curricular area?
- What books are the students reading?
- How are writing and oral presentation incorporated in each curricular area?
- How are the skills of interpretation, inference, critical thinking, problem solving, evaluation, and other higher order skills incorporated into all curricular areas?

Evaluating the materials with respect to these questions will help identify the curricular issues to discuss at the review preparation meeting. The discussion will help resolve some of the issues and provide an indication of strengths and weaknesses to be confirmed by observation and interview.

Study the School Data Summary. The information in the school data summary provides a picture of trends in student achievement, trends in student enrollment, and trends in school climate. This picture, along with local evaluation reports, places the review in a time context and helps the reviewers understand what they will be learning while at the school. In addition, reviewers will learn something of what the district and school philosophy is and what leadership priorities and practices are by reading policy documents requested from the school.

Read the school plan. A careful review of the school plan (including the school budget), especially those curricular areas selected for in-depth review, helps the reviewers understand what the school priorities are, what the planned program is to accomplish, and how.

Conducting the Program Review

Review preparation meeting with school planners. The review preparation meeting should take place sometime before the first day of the review. The purpose of this meeting is to establish a common understanding among reviewers, the principal, and the key school planners of what to expect during the review. The meeting is chaired by the lead reviewer. The lead reviewer and the principal should discuss in advance the purpose, roles, and process of the meeting. The agenda should include the following items:

- School background: The principal briefs the team on the historical and social context of the school. Recent events which have had a significant impact on school life are described.

- Program review background: The lead reviewer briefs the school people on the history and purpose of program review. The basic review methodology is explained and the roles of the team members are clarified.

- Curriculum discussion: This is the most substantial item on the agenda and usually requires the most time. The discussion should move through three steps:

  - Highlights of the content of the curricular documents, both the local materials and the criteria provided by the State Department of Education

  - Discussion of issues identified by the review team

  - Establishment of expectations for the curriculum focus and strategy of the review

If the local point of view in the curriculum conflicts with that in the quality criteria, this conflict should be discussed. From this discussion should come a shared understanding of how curricular conflict will be managed during the review. Because the criteria were developed with the help of major state and national curriculum organizations, representatives of local districts, and eminent scholars, conflicts should be rare. Items to be discussed include:

- Self-study. Procedures and results of school self-study are presented and discussed.

- School plan. The school plan is discussed in order to determine how agreements about curricular instructional methodologies, school goals, and other issues were developed and are expected to be implemented.

- School data summary. School planners and the review team discuss their interpretation of the data and information in the data summary, including past trends and future aspirations. The diagnostic value of the data is discussed with respect to review focus and strategies.

- Agreement on review strategy and focus. Next, agreement is reached on the basic strategic orientation the team will take, including areas of focus where a more in-depth look is most likely to be productive.

- Schedule of events: Final scheduling and logistics planning is worked out.

Introductory meeting with the school staff. Arrangements should be made for a short, informal meeting of the school staff and the reviewers prior to the beginning of classes on the first morning of review. During this meeting, the reviewers will:

- Share the purpose of the review:

  - Compare the school program to the standards of the quality criteria to determine effectiveness of the instructional program.

  - Recognize program strengths.

  - Make suggestions for increasing the effectiveness of the instructional program.

- Alert staff members to the procedures that will be followed:
  - Observation in each classroom, including informal discussions with students and staff members and review of students' work
  - Group interviews with teachers, aides, support staff, councils/committees, parents, district office staff, as appropriate
  - Review of curriculum materials, student achievement and other outcome data, schoolwide policies and procedures, and the school plan
  - "Report of Findings and Suggestions"

Classroom visits. The reviewers work with the school staff to assure that all classrooms are visited and that resource specialist rooms, learning laboratories, media centers, and other areas where regular and special learning activities occur are included when appropriate.

Group interviews. The purpose of group interviews is to discuss with similar job groups (e.g., all teachers) the key issues of curriculum, instruction, staff development, and school improvement processes. The review team should base the interview questions on what has been learned so far. The interview should provide evidence for verifying or modifying the team's preliminary views, and extend its knowledge of the situation at the school.

Group interviews generally are scheduled for 30 to 45 minutes; however, the teachers' interview should be an hour or more.

Ongoing discussion with the principal and key school planners. During the review, several times will be set aside for informal and/or formal discussions with the school principal and key planners. These meetings serve to keep everyone abreast of:

- How the review is proceeding
- Areas in which information is incomplete or missing
- Scheduling problems
- Feedback on what has been learned about the program so far

In addition, the meetings provide an opportunity for the team to receive feedback about how the review is being perceived by the school community and to receive additional information.

Ongoing meetings of the review team. Throughout the review, the reviewers must meet frequently to ensure consistency in their perceptions of the program, the process of review, and their concepts of areas for improvement.

The times that have been found to be most productive for meetings of reviewers are:

- Following the first few classroom visits--to establish commonality of observation

- Preceding group interviews--to determine questions to be explored and issues to be raised

- At the end of each day of the review--to discuss quality findings and suggestions for those aspects of the program needing no further clarification, and to design strategies for collecting additional information and/or resolving conflicts in information

- Preceding the preliminary report to the principal and school planners at which time quality judgments and suggestions for increasing the effectiveness of the instructional program are prepared and the roles determined for the report to be made to the principal and school planners. By the end of this meeting, suggestions for increasing the effectiveness of the program should be framed, based on what has been learned about the school.

Development of Report of Findings with principal and key school planners. Early on the last day of the review, after all observations and interviews have been completed, the review team will meet with the principal and the same group of key school planners who attended the review preparation meeting. This meeting has four objectives:

- To report findings and general suggestions

- To select which of the suggestions will be developed into assistance plans and which will be stated for future implementation

- To complete, in a collaborative effort, the development of the selected suggestions for increasing the effectiveness of the instructional program (This is done by elaborating the general suggestions prepared by the review team with concrete details specific to the school and its planning and implementation processes.)

- To plan the best way of presenting findings to the entire staff

"Report of Findings and Suggestions." This report is presented in an open meeting involving the entire staff and other interested persons in the school community. Chapter III of this handbook explains this report in more detail.

CHAPTER II: APPLYING THE QUALITY CRITERIA

This chapter describes the quality criteria and contains general directions and cautions to reviewers for applying the criteria. The criteria are found in Appendix A.

Common Themes of the Quality Criteria

The quality criteria are of two kinds--those that address specific curricula areas and those that address schoolwide program elements. Reviewers will note that while each criterion focuses on a specific part of the program, there are common themes that thread through each of the sets of criteria. In applying the curricular criteria, reviewers will observe instruction, review student work, and talk to students and instructional staff members to determine for each curricular area being reviewed:

- What constitutes the curriculum, including:
    - What is to be learned (as documented by the written goals and objectives of the curriculum)
    - What is being taught
    - What students are learning
- The extent to which lessons and assignments, including instructional strategies, material, media, equipment, and so forth, are appropriate to:
    - The curriculum to be learned
    - The needs of the students
- The extent to which lessons and assignments:
    - Extend beyond rote learning to application of what is being learned
    - Employ the fundamental basic skills in acquiring curricular knowledge
    - Challenge students to think and communicate their thoughts
    - Enable students with special needs to succeed in the regular curriculum

In applying the schoolwide criteria, reviewers will be talking to staff members, observing them at work, observing the interactions among staff members and students, and observing the operations of the school program to determine schoolwide effects on learning; that is:

- The extent to which the culture of the school revolves around the joy and importance of learning
- The degree of alignment of the allocation of human and material resources, including staff development efforts, with curricular and instructional goals

- The extent to which the school is actively engaged with the parents and the wider school community in common support of school and community goals

- The presence of a living improvement process rooted in the learning culture which is cultivated by management practices and supported by policies and resources

Cautions About Applying the Quality Criteria

No matter how well designed the procedure or how well prepared the reviewer, there will always be difficulties judging program quality. Reviewers should be aware of these difficulties and the potential consequences of each.

Overgeneralizing. Necessarily, the review is limited to a sample of situations for a given point in time, curriculum content, students, and so on. Merely assuming that this limited sample is typical is a mistake of overgeneralization. To avoid overgeneralization, the initial impressions from observed samples must be supported by relating what students are doing to the work they are producing. This current work is then related to samples of past work from the last several weeks. The observed activities and students' work are discussed with the teacher, and explanations of how the activities fit in with the overall program for the year are asked for. The teacher's explanation is an important step in generalizing. Finally, observations in the various classrooms should be related to schoolwide programs and plans for programs. Reviewers should discuss this relationship with the teacher, with people active in planning, and with school leaders, especially the principal. By fitting observation and explanation together in this way, it is possible to construct a historical picture of the school program and tie it to the observed experiences of students. It is this picture and the tie to students which provide the framework for generalizing from specific observed data.

Considering all students. In judging the extent to which each aspect of the program matches the standards of the quality criteria, reviewers must consider all students. When virtually all students receive curriculum and instruction as described in the quality criterion, that aspect of the program is recognized as high quality. If, however, a specific set of students was receiving curriculum and instruction of quality less than that described in the criterion, the review team would frame a suggestion for improving the quality of program received by those students.

Too impressionistic. While initial impressions are a valuable guide for pursuing a line of investigation, they should be validated or rejected by careful examination of appropriate evidence. This evidence should include teachers' explanations, students' work, or classroom observation. Initial impressions can be based upon situations which are not typical of the school. Reviewers are cautioned not to let these impressions color the review without verifying them.

Too analytic. The reviewer should not just set upon the school as an active information gatherer, ferreting and figuring the whole time. This can lead to collecting data simply for the sake of collection rather than looking for the qualitative effect on the program. Reviewers should give the school an opportunity to disclose itself in its own way. Reviewers should, therefore, spend some time quietly allowing the atmosphere and tempo at that school to present itself.

Personal bias for or against specific materials or programs. Use the criteria and procedures in this manual. Reviewers should keep in mind that what would not work in one situation may work in another. Reviewers must be certain to observe how a program works for the school, rather than judging how it would or did work for them. Just because a program was best for a reviewer at his or her school does not mean that it should be judged as effective in another school.

False positive. This costly mistake occurs when a school staff is doing a poor or mediocre job, and the reviewer tells them they are doing a very good job. When this mistake is made, the incentives for improvement are undermined and the arguments for maintaining the status quo are reinforced by the review.

False negative. Although this mistake can be most upsetting, it is not always as bad as the false positive. Schools which are found to be effective but not up to the quality criteria are often upset that they did not receive a top finding (just as students used to getting A's complain the most over B+ grades). In many cases, these schools are strong and confident enough in their self-study to brush off the effect of a false negative. In some cases, however, especially in schools which have made progress in developing more effective programs, a false negative rating can be demoralizing.

Reinforcing facades. An error is reflected by the collapse of the review process--which is intended to have a real and positive effect on the education of students--into a game. While concern for fairness is very important, it is less important than concern for the real job of educating students. Overattention to the technology and procedures of program reviews may subvert the intended effects on education and create a "fair" but expensive and wasteful game. Some school and district personnel complain that trying to do well on program review forces them to waste time building facades instead of teaching the students. Reviewers should not reinforce facade building in schools which want to do well. Reviewers should concentrate on students' learning rather than paraphernalia of instruction.

CHAPTER III: THE REPORT OF FINDINGS AND SUGGESTIONS FOR INCREASING THE EFFECTIVENESS OF THE INSTRUCTIONAL PROGRAM

This chapter includes a description of the development and presentation of the "Report of Findings and Suggestions" for increasing the effectiveness of the instructional program. While parts of this chapter will be useful to schools conducting self-study, the chapter is intended primarily for reviewers and school planners who are presenting the findings of an external review and the resulting assistance plans to the school community.

What the "Report of Findings and Suggestions" Includes

The report is both a written and oral presentation delivered at the conclusion of a program review. It grows out of a discussion of review findings between the review team and the principal and key school planners. It is the means through which the diagnostic portion of the review is linked to assistance resources within the school, district, county, and region, and is then communicated to the school community. It is the most critical element of the entire review process.

The report communicates the three major elements of the review:

- The result of the diagnostic review of the school's curriculum and instructional program and how it affects the students
- The assistance plan for improving the effectiveness of the planned program, including the resources available for supporting the assistance plan
- The review process as a model for collecting and analyzing information about the planned program in a way that results in improvements in the effectiveness of the curriculum and instructional methodologies

These elements are woven together to provide information to the school as to how the effectiveness of the program can be sustained and/or increased.

A successful "Report of Findings and Suggestions" is a stimulus for continuing program improvement. It not only confirms and extends the knowledge that staff and parents have about their program, but also assists the school in gathering and organizing resources supportive of the school's plan for improvement.

The information the review team has gathered at the site, its best judgments about the quality of the curriculum and instruction, and the suggestions for increasing the effectiveness of the instructional program are communicated in two phases:

- During the development of the "Report of Findings and Suggestions" with the principal and key school planners, the team recounts its findings, plans the best way to present these findings to the staff, and collaborates on the development of selected suggestions for increasing the effectiveness of the program into assistance plans.
- The "Report of Findings and Suggestions," offered at an open meeting of the entire staff,

district representative, council, parents, and community members, communicates the results of the diagnosis of the school's curriculum and instructional program, recognition of areas of program strength, suggestions for increasing the effectiveness of the instructional program, and assistance plans that address selected suggestions for increasing school effectiveness in a way that encourages efforts to continue program improvement.

This two-phase reporting sequence helps determine that:

- The diagnosis of program quality will be presented in such a way as to encourage improvement efforts at the school.
- The suggestions for increasing the effectiveness of the instructional program are appropriate and are likely to yield positive results.
- The assistance plans will be complete and fully understood by staff and reviewers.
- School planners will become actively involved in the review and improvement procedures so that they may use similar methods when other curricular areas are to be reviewed within the school's own self-study process.

How the Report Is Developed

Preparation for the "Report of Findings and Suggestions" is concurrent with the process of the program review since the report is based on all the information the team and school planners have gathered through the investigatory methods of observation, interview, and review of documents. Information is analyzed, verified, synthesized, evaluated, and reported via the Quality Criteria.

Conferences of the review team members, held throughout the review, form a basis for the report. A picture of the school emerges from these conferences as reviewers:

- Identify areas that require more information and plan strategies to collect it through observation, interview, and discussions with the key school planners.
- Review the school plan and all documented information gathered during the visit.
- Compare information collected with the key ideas in the quality criteria.
- Identify potential areas for suggestions for increasing the effectiveness of the instructional program, recognizing the school's own improvement process.
- Identify the local and regional assistance resources by curricular areas so that suggestions may be coupled with the assistance plans.
- Decide on the order of the preliminary report to the principal and key school planners, how the discussion is to be guided and by whom, and the responsibility each reviewer will take.

The Development of the Report of Findings

During the development of the report with the principal and key school planners, the review team presents what it found when the members compared what they had learned about the program and its impact on the students with the Quality Criteria.

Questions about these findings will be answered, information verified, and the diagnostic portion--the information the team has collected that seems to identify what is preventing a high quality program--of the "Report of Findings and Suggestions" will be framed. The cooperation and collaboration of the principal and key school planners are essential in providing suggestions that are meaningful and are likely to produce results, and providing a bridge between the review team and the rest of the school community so that perceptions are viewed as valid.

It is important for all involved to recognize that the development of the Report of Findings is a working meeting. After the major findings of review are shared and discussed and the team's recognition of program strengths and suggestions for increasing effectiveness are presented, the main task of the meeting can be addressed--determining which suggestions will be fully developed into assistance plans and which will remain suggestions. In a mutual effort the team, principal, and key planners will build the selected suggestions into assistance plans. The completed assistance plans include proposed activities, strategies for implementation, resources needed, and ongoing planning and evaluation activities. Finally, these suggestions and agreed-upon assistance plans are woven into the "Report of Findings and Suggestions" as a working document to be used by the school to guide further improvement efforts.

The lead reviewer must conduct the developmental meeting in a way which elicits involvement from school staff. Many schools will be knowledgeable about program review practices and procedures and will be ready to take an active collaborative role in the process. At other schools, the key planners will want the team to assume the majority of the responsibility for reporting to the school and framing the assistance plans. It is the responsibility of the lead reviewer and the team members to assess the readiness of the school planners to participate in the "Report of Findings and Suggestions" and to plan activities in accordance with the abilities of the staff.

The "Report of Findings and Suggestions" for Increasing the Effectiveness of the Instructional Program

Following the developmental meeting with the principal and key planners and the joint development of selected suggestions into assistance plans, the "Report of Findings and Suggestions" is presented to the remainder of the school staff, parents, and district office and community members. This report may be presented by the team, the school planners, or a combination of both groups. The purpose of this report is to:

- Present the findings of the review to the school community.
- Provide the supporting evidence that contributed to the diagnosis of the program.
- Present the suggestions for improving program effectiveness. Expand on the written statements by sharing the ideas and recommendations of the team and school planners on how the school staff and parents can use the planning/evaluation process for continued program improvement.
- Describe the assistance plan and resources that support the suggestions for increasing the effectiveness of the instructional program.

A professional, clear presentation that effectively recounts the diagnosis of the planned program; reports the findings of the quality review; recognizes the strengths of the program; and frames the school's improvement efforts through appropriate suggestions for increasing effectiveness will be the final and lasting impression at the school. Questions following the presentation are encouraged to clarify or expand points made in the report although the bulk of discussion should take place during the development of the report with the principal and school planners.

In presenting the report, the review team and participating school staff members will:

- Emphasize that the review is of the whole planned program, not of individual classrooms or particular parts of the program.
- Explain how the Quality Criteria are used and how they relate to each other.
- Recognize the effort expended by staff and others in implementing the program and/or their effort in improving their program.
- Present the findings, recognizing program strengths and sharing suggestions for increasing program effectiveness and the assistance plans developed collaboratively by the team and key planners.
- Open the report to questions and planners' clarifications.
- Thank the school community for its hospitality.

In addition to the oral report of findings, the team will leave the following written report:

- Statements recognizing program strengths or high-quality aspects of the school program, as appropriate
- The suggestions for increasing program effectiveness, including those developed into assistance and resource plans by the review team members and key school planners

Follow-Up to a Program Review

The "Report of Findings and Suggestions" is a significant portion of the ongoing monitoring and evaluation of the school program for the purpose of modifying the school-level plan.

In School Improvement schools, the School Site Council (SSC) should take an active part in monitoring the follow-up activities that will grow out of the formal program review process and the Report of Findings.

In all schools the key planners should take an active leadership role in the implementation of the suggestions as well as the assistance plans.

Program reviews are monitored by the State Department of Education and the results are used to provide assistance to schools, districts, offices of the county superintendent of schools, and regional resources. For follow-up assistance in implementing the suggestions for program improvement, the school personnel should follow their assistance plans in contacting their district resources, their office of the county superintendent of schools, the State Department of Education, private or public institutions, staff development centers within their areas, or whatever they decide would be best for them. While external agencies should be aware that schools which have experienced an analysis of the effectiveness of their instructional program, whether internal or external, are most receptive to program improvement suggestions, the decisions about who should help in implementing recommendations or modifying the planned program rest with the school and the district staff.

INTRODUCTION

Program review plays an important part in realizing excellence in our schools. The review is a time for school staff members to step back from the press of day-to-day responsibilities to observe and discuss the effectiveness of their program. Such self-observation and discussion should occur before, during, and after the visit of the trained team from outside the school. The immediate benefits of basing program review on a foundation of self-review are the decisions and plans to make specific improvements in the school curriculum and instruction. The ultimate benefit is improvement in student learning.

This guide is designed to serve as the basis for both the visiting review team's and staff's reviewing of the school. The standards of quality contained in this guide are premised on two tenets--what makes an effective school and what is an educated person. Both beliefs grow from traditions of public schooling in American democracy. These ideas have been refined by recent experiences and research in efforts to improve schools.

What are the characteristics of an effective school? The Task Force on Standards for Effective Schools has identified sixteen factors it believes are found most often in California schools with effective instructional programs:

- Academic focus
- Rigorous content
- A safe and orderly environment
- Coordinated curriculum
- Maximum use of time
- Regular homework
- Opportunities for student responsibility and involvement
- Structured staff development
- Teacher-directed instruction
- Variety of teaching strategies
- High standards and expectations
- Regular assessment
- Instructional leadership
- Widespread recognition
- Home-school cooperation and support
- Sense of community

What should students be like as they emerge from elementary school on their way to becoming well-educated adults? Students should have a solid foundation in three kinds of learning: skills, knowledge, and values. A solid foundation of skills includes both the rudimentary skills, such as a comprehension of number facts in mathematics, and the higher level skills, including learning how to formulate and solve problems, how to analyze and interpret information, how to draw inferences, how to evaluate complex situations, how to think critically, how to express thoughts logically and clearly in written and oral form, and how to form independent judgments. The knowledge students acquire should have a clear academic focus, building on a base of oral language, reading, writing, and mathematics skills. Students should have extensive experience with literature, science, history, social sciences, visual and performing arts, physical education, and health. Finally, students should understand the values that are the cornerstone of our democracy. They should develop a basic sense of civic responsibility and the beliefs that form the ethical and moral bonds of our society.

To give students this foundation, the school must plan and carry out a quality curriculum. The core of this curriculum should be clearly defined, and instructional materials, instruction, and assessment should be aligned so that every student is guaranteed instruction in an agreed on balance of skills, knowledge, and values. Grade-level expectations should be established for readings in literature, social science, history, and science; for quantity and quality of writing assignments; for field and laboratory experiences in science; for homework assignments, both as independent practice and long-term projects that extend and deepen knowledge; and for oral presentations and discussion. These rich and active learning experiences should encompass the major skills, knowledge, and values of the elementary curriculum. Alignment of instructional materials, assessment, learning activities, and instruction with clear curricular goals is a major factor in school effectiveness.

Students with special needs also need this solid foundation of learning. Services designed for meeting special needs of educationally disadvantaged, limited-English-proficient, and handicapped should be geared toward helping students succeed in the regular program. Services for high ability students should remove ceilings, raise the conceptual level, and extend the depth and breadth of the regular program. These services should not displace a balanced curriculum. In addition to the traditional categorical needs, for which additional funds are often available, the regular program should also focus on other groups of students, such as the average students and the quiet, nondisruptive underachievers.

The standards for quality in this guide incorporate what is known about the effect of sound pedagogical practice on students. The amount of time students are actively engaged in learning correlates with how much they learn. Students engage themselves in learning when their natural curiosity is focused on the content of the curriculum, when they are active participants in learning, and when they are challenged by the task and yet have a high chance of succeeding. To create such quality learning experiences, teachers must plan and carry out an orderly flow of engaging classroom activities which focus students' interest on the curriculum content. While students need to develop the self-discipline to work independently, learning requires direct contact with the teacher at certain critical times. These times include initial exposure to new content and skills and to modeling. The critical times also include promptly responding to student work (especially to check preliminary understanding and during initial practicing of new skills), coaching the student during extended applications of previously learned material, and guiding and encouraging students to think and use what they learn. The teacher's enormous influence on the climate of the classroom is of great importance in developing the students' sense of the value of learning and their intellectual, social, and personal abilities. Finally, each child's fundamental need to be recognized, respected, and cared for is the foundation for the teaching/learning relationship.

In the effective elementary classroom, teachers have primary responsibility for instruction. The primary focus on the teacher's time is on instruction. A variety of teaching strategies is employed, based on both the content to be learned and the needs and strengths of the student. Learning time is extended through regular homework, and the student's progress is monitored through regular assessment.

School is a place to learn. All children have the right to an environment conducive to learning, free from threats of disruption and rich in rewards for good learning behavior. Students feel secure and have good morale when they believe their school operates on the basis of clear rules and expectations. Students can count on all staff to apply the rules fairly and with consistent consequences. The students' academic learning time is protected from disruptions, whether the source of disruption is other students or staff members attending to noninstructional activities. The potential disruptive effects of pull-out programs on the intended beneficiaries have been minimized by using in-classroom services coordinated with the student's regular program. Staff attention is allocated justly to all students, with an emphasis on responding to the students' positive efforts to learn. Thus, the shy, quiet children receive their share of appropriate encouragement, along with those with more confidence and those who create disturbances. Likewise, staff members are treated justly, with an emphasis on acknowledging excellence in teaching.

A major strategy in improving and sustaining the effectiveness of a school is staff development. The program review standards are premised on two factors associated with quality staff development programs: (1) alignment of the content of the staff development program with agreed on school goals and priorities; and (2) application of sound pedagogical methods in delivery of the staff development.

The school's plans for improvements in curriculum and instructional methods will have direct implications for the content of staff development. There should be broad participation in the planning of the program, and unique needs of staff members should be met. The major allocation of staff development resources should be for priority improvements in curriculum and instruction. For staff development to have the intended effects on staff, it must, in itself, be an example of good instruction. For example, if the staff members are learning new skills, there should be modeling of the skills and practice and follow-up coaching should be provided for staff members in their own classrooms. In other words, staff development should be designed as a high quality learning experience for adults.

Strong leadership is a critical factor in planning, implementing, and evaluating a school program which is effective for students. Leadership is not merely certain attributes of an individual, but rather the focusing of the working relationships of everyone at the school on a common purpose. What people expect from, and deliver to, one another should be primarily influenced by their shared vision of what they are trying to accomplish. The organizational structures, management systems, formal and informal allocations of recognition and status, and the appropriation of resources, especially time, should all reflect the priorities inherent in this common purpose.

Clearly, the principal's role is to provide effective leadership. The principal can clarify the vision and channel the resources (human and fiscal), systems, and organization toward that vision. The principal should place priorities on setting goals and high standards, supervising and evaluating instruction, coordinating the curriculum and monitoring student progress, and supporting staff. But the principal cannot single-handedly create effective leadership. As staff members show initiative in furthering the achievement of the common purpose, they should be encouraged to take such initiative. Each staff member has some responsibility for supporting both administrators and colleagues in their efforts to achieve the common purpose.

There are a number of ways in which the sharing of a common purpose is cultivated. The particular mix and sequence will depend on the personal strengths and weaknesses of administrators and staff at the school, as well as the current situation at the school. Nonetheless, ingredients which bring about commonality of purpose include (1) commitment of the school board, superintendent, and principal; (2) professional consensus; (3) broad participation in the development or refinement of the purpose; and (4) the inspiring leadership of one or more individuals. Finally, for the common purpose to have a positive effect on students, the purpose must be based on a valid idea of what an educated person should learn at school; it must encompass aspirations for all children; and it must incorporate a sensible idea of what makes a school effective.

APPENDIX A: THE QUALITY CRITERIA FOR JUDGING THE EFFECT OF THE PROGRAM ON THE ELEMENTARY SCHOOL STUDENT

READING

The reading criterion focuses on the effect of the reading program on students. It deals with completeness of content, identification of skills and concepts to be learned, range and depth of content to be learned, and aspects of instructional methodology that are unique to reading. In applying this criterion, consider all students participating in all programs offered by the school.

All students are learning to read with understanding, think critically about what they read, and enjoy and respond actively to important literary works. Within the framework of reading for meaning, the focus for reading progresses in stages from skill acquisition to fluency and finally to reading to learn. Students learn to read in the early grades, steadily increase their fluency through the middle grades, and use their reading in the upper grades as a primary vehicle for learning. Students at all grade levels respond with ideas and opinions which go beyond what is explicit in the text as well as comprehend literal meaning. Further, they investigate, evaluate, and integrate information and ideas of increasing complexity and apply their reading experiences to new contexts. Students use reading to gain knowledge in literature, mathematics, science, social science, and fine arts.

Literature is a major part of the reading program. Students regularly read and are read important literature, both from required and recommended lists. They discuss what the literature means in both personal and cultural contexts. Frequent discussion and writing address the moral and social issues articulated in the literature. Teachers use literature to extend the students' experiences and to explore common values. Practicing authors are brought into the school to work with students.

Students learn to enter and explore the wide world of human experience accessible through reading; they regularly acquire new information and perspective through reading a variety of materials, including literary works, textbooks, newspapers, trade books, and encyclopedias. They read about familiar and interesting topics and relate new information to what they already know about the topic. Through discussion and writing, students interact with the teacher and one another about what they are reading. The use of workbooks is kept to a minimum. Students have easy access to a variety of books and periodicals in the classroom and have regularly scheduled periods for self-selected reading during class time. The resources that supplement the regular reading program, including the library, enhance and extend classroom instruction.

Teachers, the principal, and other adults at the school express enthusiasm for reading. Teachers and students view reading and writing as purposeful human communication which is essential, desirable, pleasurable, and attainable. All students, including the less able and those who have limited proficiency in the English language, are enthusiastic about the reading program. Teaching strategies and materials are adjusted to accommodate special needs and encourage participation for all students.

- Beginning reading provides for continuous and systematic development of skills within the framework of reading for meaning.

- The focus of the reading curriculum shifts progressively from skills development to reading for fluency and to reading to learn.

- Reading for meaning is emphasized; students develop skills in the four levels of comprehension:

    - Literal: grouping information explicitly stated in the text
    - Interpretive: formulating ideas or opinions that are based upon the text read but not explicitly stated
    - Applicative: connecting or integrating new information, ideas, concepts, values, and feelings with previous experience and knowledge
    - Critical: synthesizing, analyzing, or evaluating the material read

- Students read major literature as an integral part of their regular reading program.

    - Literature selections include poetry, drama, biography, fiction, and nonfiction.
    - Students explore the concepts of a common heritage as transmitted through the use of high quality literature.
    - Students discuss and write about the ideas contained in literature.
    - Students are guided in their reading by a list of suggested titles.
    - Practicing authors work with students who are learning to write poetry, stories, and other literary forms.

- New vocabulary is regularly introduced in the reading program, and students are familiar with the origin and history of words.

- Students read a wide variety of materials to develop reading skills, increase reading fluency, and gain new information. Reading materials include:
  - Textbooks
  - Newspapers
  - Trade books
  - Encyclopedias
  - Short stories and novels
  - Poetry and plays
  - Biographies and nonfiction books about our social, physical, and moral worlds

- Students discuss what they are reading with the teacher and with one another. They frequently write about what they are reading, and workbook usage for comprehension development is kept to a minimum.

- Methods for motivating students are employed regularly by the teaching staff and include:
  - Reading assignments about topics which spark interest and natural curiosity
  - Use of reading to learn about our social, physical, and moral worlds
  - Self-selected reading materials
  - Appropriate modeling from adults at the school
  - Opportunities for students to hear stories that are read aloud

- Students with special needs participate in a reading program that is conducted in concert with the regular reading program. Special reading services supplement and do not occur in lieu of the regular reading program. To the extent possible, students with special needs should read the same material and discuss the same ideas and concepts as other students.

WRITTEN LANGUAGE

The written language criterion focuses on the effect of the written language program on students. It is built on the belief that writing is an effective tool for communication and should be part of the instructional program at all grade levels. The criterion also focuses on the completeness of content, identification of skills and concepts to be learned, range and depth of content, and appropriate instructional methodology accompanying the written language curriculum. In applying this criterion, consider all students in all programs offered by the school.

Writing is valued as an effective tool for communication and is reinforced at all grade levels. The standards and expectations for written language are clearly defined and implemented at all grade levels. Students at all skill levels, including those with limited-English proficiency, are involved daily in writing activities which focus on effective communication. Students' writing fluency is developed through practice in writing for a variety of purposes and audiences and on a range of topics in a variety of forms. Students learn and practice all the stages or steps of writing: prewriting, writing, responding, revising, editing, developing skills with the conventions of writing, evaluating, and post-writing. Students understand and apply the conventions of writing, including grammar, usage, capitalization, punctuation, spelling, paragraphing, and format to the assignments they complete. Students receive ongoing feedback on their writing, and their own work is used to reinforce the conventions. The writing activities in which the students are engaged help them organize and clarify their thinking and generate and express thoughts logically and clearly. Students use writing in a meaningful way with evident purpose in all areas of the curriculum. Techniques and approaches for teaching writing are varied to match student needs. Writing skills are reinforced, applied, and extended by inclusion in other curricular areas.

- There are written standards and expectations for student writing which are known and used by all teachers. Students write every day.
- K-1 students participate in activities which facilitate the transition from communicating through speaking to communicating through writing:
  - Students talk about experiences and their responses are recorded in writing for their later use.
  - Students illustrate what has been written through their art activities.
  - Student illustrations, along with written words, are displayed.
  - Students learn the written symbol system as well as the basic conventions of the English language.
- Students use writing skills in their daily work. Teachers respond to what is communicated as well as to the quality of the writing in all content areas.
- Students experience all of the following stages or steps in the writing process:
  - Prewriting activities, such as storytelling or dramatic activities by teachers and students, brainstorming, clustering words and ideas, discussing issues and ideas, reading literature, and interviewing
  - Writing activities, such as writing for a variety of purposes and audiences; about a variety of topics related to readings (e.g., book reports), experiences (letters), observations (nature studies), and ideas (essays); and in a variety of forms such as stories, poems, drama, and expository compositions
  - Responding activities, such as whole-class and small-group response sessions, using reproduced copies of students' work; written responses to each other's writing; comparison of different versions of the same piece of writing; and consultation with individual students regarding their writing
  - Revising activities, such as adding detail, deleting repetition; clarifying voice, point of view, and audience; substituting and arranging; and using comments of peers and teachers
  - Editing activities, such as using an editing checklist; editing the works of peers and other individuals; using references or handbooks on usage, grammar, and other conventions of writing; and conferring with teachers

- Activities that develop skill with the conventions of writing, such as prewriting exercises that generate vocabulary; direct teaching of the conventions as the need becomes evident in the student's writing; editing with the use of spelling and punctuation checks; exercises that make effective use of grammar and usage handbooks; practicing sentence-combining activities to illustrate sentence construction, variety, and ways of achieving economy of expression; and analysis of students' writing skills

- Evaluation activities, such as evaluating student writing only after a final draft has been prepared, instructing students on how to evaluate their own writing and that of their peers, and classwide evaluating sample papers in class

- Post-writing activities, such as displaying student writing on a bulletin board or in the community, publishing student writing in a school or community newspaper or in a classroom collection, exchanging student writing between classes or schools, and recognizing superior student writing through contests, awards, and announcements during assemblies

- All students, including those with limited proficiency in English, are experiencing a writing program in each major area of the curriculum, learning the unique writing requirements of each. Techniques and approaches are varied as appropriate to individual student needs.

- Writing achievement is assessed regularly on a schoolwide basis. These assessments include holistic and analytic measures of student writing samples. Parents are kept informed of student progress in writing.

ORAL LANGUAGE

The oral language criterion focuses on the effect of the oral language program on students. Completeness of content, identification of skills and concepts to be learned, the range and depth of the content, and the instructional methodology appropriate to oral language are considered. When applying this criterion, consider all students in all programs offered by the school.

The oral language curriculum is clearly defined and is implemented throughout each grade level on a regular basis. Students are learning and applying listening and speaking skills in a range of situations and communication forms, for various purposes and audiences, and in a variety of speaking styles. Students are applying critical listening skills; are effectively communicating feelings, experiences, knowledge, and ideas with fluency and clarity; and are increasing their reasoning ability. All students are involved in activities designed to increase their confidence and skills in public speaking. The oral language activities at all grade levels build on the students' own academic, personal, and social experiences.

Teachers and other adults model correct and effective listening and speaking skills. Teachers support and reinforce students' listening and speaking skills by promoting conversation, discussion, presentations, and critical listening. Assessment of the students' speaking and listening skills is ongoing and is used as a basis for planning of instruction.

Students with special language needs, including limited-English-proficient students, speakers of nonstandard English, and exceptionally shy students, learn English through oral language activities designed to address their specific needs. They continue to increase their oral skills as they apply them to the learning of subject area content. The dialects or primary languages of speakers of nonstandard English and other languages are treated with respect by the staff members and other students as they learn to master standard English.

- Students learn and apply listening and speaking skills in a variety of contexts:
  - Situations--informal, formal, and interpersonal
  - Purposes--informing, learning, persuading, evaluating messages, facilitating social interaction, sharing feelings, and using imaginative, creative expression
  - Audiences--classmates, teachers, peers, family, and community
  - Communication forms--conversation, group discussion, interview, drama, public speaking, and oral interpretation
  - Speaking styles
- Students receive systematic instruction in oral language which promotes language creation, comprehension, and utilization. Instructional activities appropriate to the developmental needs and abilities of the students address:
  - Diction
  - Fluency
  - Intonation
  - Vocabulary
  - Syntax
  - Organization
- Students regularly participate in activities to develop their oral language skills, such as:
  - Presenting oral material through reports, drama, and speeches
  - Debating issues
  - Holding discussions on specific topics
  - Sharing ideas, experiences, and feelings
- Students participate in activities which build confidence in speaking such as:
  - Choral reading
  - Readers' theater
  - Dramatic activities
  - Storytelling
- Teachers and other adults model correct and effective listening and speaking skills; support and reinforce students' oral language skills by promoting conversation, discussions, and storytelling; and consistently reward students for using correct oral language.
- Teachers assess the students' oral communication skills throughout the year, giving regular feedback. A variety of assessment methods is used, including teachers' continuous monitoring, discussion of the results of standardized and criterion-referenced tests, interpretation of audience-based rating scales, and use of self-evaluation instruments.
- Students with special language needs, including limited-English-proficient students, students who speak nonstandard English, and exceptionally shy students, learn and develop English through oral language activities. They continue to increase their oral skills as they apply them to the learning of subject area content.

MATHEMATICS

The mathematics criterion focuses on the effect of the mathematics program on the students. It deals with the completeness of the curriculum, the development of essential understandings and problem-solving ability, and the instructional setting for the study of mathematics. In applying this criterion, consider all students participating in all programs offered by the school.

The mathematics curriculum engages students' curiosity and sense of inquiry in well-defined content that includes all strands at all grade levels. Essential understandings are distinguished from those that provide greater depth and breadth, and all boys and girls develop these understandings. Students master the single-digit number facts and, with appropriate use of the calculator, are comfortable with and proficient in numerical computations; they routinely estimate before any calculation and use the most appropriate computational method and tool for each calculation. Lessons and assignments are structured to emphasize student understanding and ability to use mathematics. Students understand the structure and logic of mathematics and use the language of mathematics.

Problem solving is a major part of the mathematics program. Students are regularly involved in formulating problems and in choosing approaches and strategies for solving the problems. All students are taught and understand how to work through the stages of problem solving. They are encouraged to be inventive, guess, and estimate. Their natural fascination with how puzzling problems are solved is encouraged and used to motivate discussions of strategies and tactics. They are frequently asked to explain what they are doing and why and to judge the reasonableness of the answers they generate. Students are challenged with both the real world and abstract problems, including complex situations that require the use of higher-level thinking skills.

Concepts and skills from all strands are interwoven, reinforced, and extended through lessons and assignments so that students experience mathematics as a cumulative subject. New concepts are studied first in terms of students' concrete experiences; manipulatives and other concrete materials are used to enable students to gain direct experience with the underlying principle of each concept. Lessons incorporate and build on skills and concepts previously learned. The instructional setting is varied and provides students with the opportunity for individual work, small-group, cooperative learning activities, and whole-class participation. Student grouping is based on ongoing assessment of student need.

Supplementary services are coordinated with the regular mathematics program to focus on fundamentals as they are presented in the regular program and do not rely on repeating low-level skills from earlier grades. Mathematics is interdisciplinary; students use their mathematical skills in other subject areas in a variety of situations.

- Instruction covers the strands of number, measurement, geometry, patterns and functions, statistics and probability, logic, and algebra in all grade levels.

- Curriculum and instruction focus on students' understanding of fundamental concepts rather than their ability to memorize algorithms or computational procedures.

- Essential understandings are distinguished from those that provide greater depth and breadth.

  - Teachers are clear on the essential understandings and on how the learning of specific concepts and skills depends on these understandings.

  - Instruction is organized to ensure that every student acquires these understandings.

- Patterns and functions, statistics and probability, and geometry are taught each year, with the subject matter gradually increasing in complexity.

- Instruction emphasizes understanding and use of mathematical concepts and promotes the use of the language of mathematics.

- Students add, subtract, multiply, and divide whole numbers, decimals, and fractions with facility and accuracy.

  - Students use estimation to aid in selecting a method for exact calculation and to establish the reasonableness of results.

  - Students use mental arithmetic for all single-digit operations and for simple manipulations such as doubling, halving, and multiplying or dividing by powers of ten.

  - Students use the calculator correctly and confidently when mental calculation would be difficult or when pencil-and-paper calculation would be inefficient.

  - Students use computer programs, as appropriate, to perform extensive or repetitive calculations, to simulate real situations, and to perform experiments that aid in the understanding of mathematical concepts.

- All students are taught and understand how to work through each stage of problem solving, including problem exploration, formulation, strategy development, solution activity, and interpretation of results. Lessons and assignments are designed to include:

  - Working through the stages over time
  - Formulating several problems from a given description of a situation
  - Representing the same information in different ways, e.g., verbal, graphic, and symbolic
  - Working with more or less information than necessary

- Problem-solving approaches are demonstrated and discussed. Multiple-solution methods are emphasized.

- In working with more complex situations, students:

  - Formulate and model problems.
  - Screen relevant from irrelevant information.
  - Organize information.
  - Make conjectures and test their validity.
  - Analyze patterns and relationships.
  - Use inductive and deductive processes.
  - Identify or evaluate alternative mathematical approaches.
  - Find and test solutions.
  - Interpret results.

- Lessons often begin with imaginative situations likely to engage students' curiosity.

  - Students apply previously learned skills to situations they have not seen before.

  - Students relate concepts to natural situations in and out of school.

- Lessons and assignments interweave the strands and appropriate concepts and skills from previous lessons; new or extended concepts are connected to what students already know.

- Students at all grade levels experience concrete repesentations of new concepts as a foundation for symbolic representations. There is a smooth transition from concrete to abstract.

- Students work in groupings suitable to the content and matched to student needs and strengths; for example: whole-class discussion/exploration, small groups engaged in problem solving, individual work, peer tutoring pairs.

- All students are assessed at the beginning of the school year and regularly throughout the year. Teachers use the results of student assessment to determine the need for reteaching and further practice.

- Teachers introduce, model, and provide guided practice for new concepts before students proceed on their own. Homework includes independent practice of concepts that have been mastered in class. There is daily review of homework concepts.

- Students receiving remedial instruction cover all the core fundamentals of the mathematics program. Remedial work is keyed to regular classroom instruction.

- Computers are a major tool of education. Their value in creating geometric displays, organizing and graphing data, simulating real-life situations, and generating numerical sequences and patterns is recognized. Students are developing their abilities to interact with computer programs in highly individualized ways to explore and experiment with mathematical concepts.

SCIENCE

The science criterion focuses on the effect of the science program on the students. It deals with the completeness of the science program, identification of the skills and concepts to be learned, the range and depth of the content, and the instructional methodologies that enable students to acquire the necessary skills and knowledge in science. When applying this criterion, consider all students participating in all programs offered by the school.

Students discover and learn about the natural world by using the methods of science as extensions of their own curiosity and wonder. Students acquire knowledge of the biological and physical sciences from a balanced science curriculum which includes the fundamental concepts, terms, processes, and skills. Building on their understanding of science concepts, students learn about the logic of the scientific method, the techniques of the science laboratory, and the applications of science to the world around us. Students also develop the science process or critical thinking skills of science: observing, comparing, organizing, inferring, relating, and applying.

Instructional methods and the sequential introduction of new experiences in the primary grades lay the foundation for more conceptual content in the intermediate grades. Instructional methods emphasize using scientific techniques as learning techniques; lessons regularly require students to observe and interpret phenomena in natural and laboratory settings. Concepts and theories from readings are applied to observed phenomena. Basic science texts are supplemented by a variety of materials which include laboratory specimens, scientific equipment, and an array of simulations that employ technology. Community resources such as local scientists and engineers, parks and nature trails, and science and natural museums are used to expand the science program.

Basic skills are applied and extended throughout the science program. Students learn how to read scientific writing, create and develop graphs and charts, solve complex problems involving different kinds of data, apply mathematics skills in analyzing data, record observations in an organized fashion, write laboratory and research reports, and explain scientific material orally.

- Students experience science as a regular part of their curriculum.
  - Science instruction is provided on a regular basis. (Students devote at least one-half hour per day, on the average, to learning science.)
  - Science goals and curriculum standards are reinforced throughout the school program (in both academic and extracurricular activities).
  - Students' progress in science is monitored, and feedback is given to students and parents.
- Instructional content focuses on conceptual understanding of the facts, principles, and theories of science as the foundation on which the processes, techniques, and applications of science are based. Teachers cultivate students' concept formation beyond rote facts and vocabulary.
- Students receive instruction in a comprehensive balanced science curriculum which includes:
  - The life, earth, and physical sciences
  - The interdependence of people and the natural environment
  - The historical development of science by persons and cultures of different backgrounds
  - The relationship between science, technology, and society
  - Participatory (hands-on) laboratory techniques
  - Facts about careers in science and technology
- Students observe and conduct experiments to learn scientific processes, including:
  - Observing
  - Comparing
  - Organizing
  - Inferring
  - Relating
  - Applying
- In addition to hands-on experiences, students learn science content from field observations, teacher demonstrations, group experiments, individual science fair projects, and a variety of print and electronic media as a part of their regular instruction.
- Assignments include such activities as:
  - Observing and recording natural phenomena inside and outside the school
  - Pursuing science projects involving teacher guidance and parent involvement

- Teachers lead discussions which challenge students to reason and think about their own ideas and perceptions of nature. Students are encouraged to articulate their own naive theories and test them against the accumulated evidence and knowledge of science.

- Students apply thinking and communications skills in learning science. Examples include:

  - Using computational skills in recording and analyzing data
  - Using graphs and charts to summarize and portray data
  - Reading scientific writing
  - Writing research reports and the results of lab experiments
  - Presenting scientific material orally

- Community resources enrich the science program, including student interactions with scientists, engineers, and technicians. Field trips to science and natural history museums, tide pools, and nature trails are also encouraged.

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HISTORY-SOCIAL SCIENCE

The history-social science criterion focuses on the effect of the history-social science program, the skills and concepts to be learned, the range and depth of the content, and the way in which the instruction received by the students enables them to acquire the skills and knowledge that make up history-social science. When applying this criterion, consider all students participating in all programs offered by the school.

Students are engaged in and excited about the study of history and social science, which are regular parts of the instructional program at all grade levels. The elementary curriculum prepares students for higher grade level study of the growth of civilization and the development of constitutional democracy. Students develop an understanding and appreciation of democratic ideals, including cooperation, peaceful change, civic responsibility, honesty, respect for others, equality of opportunity, universal education, and respect for law. Students participate in democratic processes within the school setting and are encouraged to apply those principles in the community.

Instructional activities in the lower grades draw from the lives and events of history that interest the young child and introduce the topics of social science as they apply to the experiences of family member, student, friend, teammate, consumer, and citizen.

Activities in higher grades draw from lives of individuals and events which have shaped the history of California and the United States. Attention is given to the growth of indigenous civilizations and the arrival of Europeans, Africans, and Asians and the transplant of their cultures to the Western Hemisphere. Students discuss and apply the topics of social science--tradition, values, power, change, conflict, social control, cooperation, interdependence, and causality.

Instruction emphasizes group discussion and team projects. Students are guided to think and to write critically, using evidence, reasoning, and judgment as they analyze historical, political, and socioeconomic situations. Controversial issues are addressed appropriately for the age level and maturity of the students.

- There is a definite period of time in the school day for instruction in history-social science.
- In the lower grades, students are reading interesting stories about events and individuals that have had an impact on life in America, California, and their community.
- Students in grades 4 through 6 study the history and geography of California, the United States, and the world.
- Teachers help students make hypotheses, generalize, infer, compare and contrast, and write analytically about historical and current events, using research, evidence, reasoning, and judgment. Activities planned for this purpose are frequent, including:
  - Writing reports and essays
  - Researching information
  - Analyzing historical and social situations
  - Discussing and debating issues
  - Doing homework that extends classroom activities
  - Speaking publicly
- Physical and political geography are part of the curriculum. Students recognize and interpret various kinds of charts, graphs, and maps, land and water forms, and current and past political boundaries.
- Teachers use literature, biographies, and documents to motivate and enlighten students. Music and art of the period and the culture being studied are part of the curriculum.
- In higher grades students research and read to acquire a knowledge of the major eras of U.S. history.
- There is an organized current events program where students report, analyze, interpret, and discuss information from a variety of sources, including magazine and newspaper articles, radio and television, audiovisual aids, films, political cartoons, and class speakers.
- Teachers use group discussions to help students understand and relate together historical economic and social events and ideas.
- Students work together in pairs or small groups in developing research projects, reports, dramas, and plays in which knowledge can be interpreted and applied.

VISUAL AND PERFORMING ARTS

The visual and performing arts criterion focuses on the effect of the visual and performing arts program on students. Completeness of content, identification of skills and concepts to be learned, the range and depth of the content, and the way in which the instruction received by the students enable them to acquire skills and knowledge in the visual and performing arts. When applying this criterion, consider all students participating in all programs offered by the school.

Beginning in kindergarten and continuing through grade six, students engage in art experiences which teach them how to enjoy and value major works of art and how to express themselves through their own art activities, which include both the visual and performing arts. These experiences progress from perception and creative expression toward complex and high level conceptual development as students are able to relate the arts to personal experience. The art experiences, which range from frequent short projects to activities sustained over a long period of time, enable students to develop creative capacities, auditory and interpretive skills, and awareness of movement and sound. Teachers structure time for students to apply creativity and originality in activities that help them develop visual images, communicate ideas, and express individual thoughts and feelings.

Performing arts activities include drama, dance, and music. Activities in drama focus on elements, actions, and characterizations. They provide a vehicle for student expression. Students develop improvisations and plays, view theatrical events, express characterization of simple situations, and convey emotional qualities through speech and formal acting techniques. Students develop their intuition about movement as an expression through dance. Music experiences are continuous throughout the grades and enable the students to develop an appreciation of a wide variety of music. Students are knowledgeable about music.

Students study, understand, and appreciate the visual and performing arts traditions of their own and other cultures. They learn to evaluate the aesthetic, moral, cultural, and historical content of art and to relate these elements to the work of various artists. Students demonstrate knowledge of historical and cultural development through different forms of artistic expression and make cultural and historical connections, including analyzing symbols, myths, metaphors, and style. Fine arts are part of the reading and literature, history, social science, math, science, and language arts curricula.

The principal and staff members support the visual and performing arts program as an integral part of the students' education. Guidance and encouragement from staff result in regular student participation in music, drama, dance, and visual arts programs. They encourage serious and promising students to pursue their demonstrated interest in the visual and performing arts. Students are exposed to examples of high quality art, and practicing artists are brought into the school program on a regular basis. Community resources, including local exhibits and museums, are used to extend learning beyond the classroom. Students' artwork is displayed throughout the school and is used to enhance the overall appearance of the school.

- Time is specifically allocated to instruction in the visual and performing arts.
- Students have early and regular access to diversified art experiences, beginning with creative expression and moving toward more complex and higher level conceptual development.
- Fine arts experiences range from short activities to projects sustained over a long period of time. These experiences include:
  - Art history
  - Art appreciation
  - Production
- During instructional art time, students use a variety of media to:
  - Express their individual ideas, thoughts, and feelings in simple media.
  - Develop visual and tactile perception.
  - Master technical skills of creative expression.
  - Communicate their ideas and feelings through graphic symbols, using balance and contrast.
  - Demonstrate their abilities to apply design elements and principles.

- Students develop dramatic abilities and understandings through improvisation and plays, including:
  - Dramatizing literary selections
  - Viewing theatrical events emphasizing player-audience relationships and audience etiquette
  - Expressing characterization of simple situations
  - Conveying emotional qualities through speech and formal acting techniques
- Dance experiences are provided to students as a significant mode of expression and include:
  - Kinesthetic experience of movement
  - Response to sensory stimuli
  - Motor efficiency and control
- Musical activities include:
  - Learning to use simple musical instruments, including the human voice
  - Singing and/or playing a musical instrument before a group
  - Listening to, interpreting, and critiquing vocal and instrumental music
  - Learning the history and mechanics of music
  - Presenting musical productions
- Visual and performing arts opportunities are integrated into other areas of the curriculum, including reading and literature, history, social science, math, science, and English language arts.
- The principal and staff members perceive fine arts as central to the students' education.
- Serious and promising students are encouraged to pursue their demonstrated interests in the visual and performing arts, including activities that encourage students to:
  - Participate in the instrumental music program and select a musical instrument according to their growth level.
  - Work with artists in residence or other appropriate modes.
  - Utilize community resources, including local arts exhibits that extend artistic learning beyond the classroom.
- Student artwork appears throughout the school and is used to enhance the overall appearance of the school setting.

The schoolwide effectiveness criterion focuses on how conditions at the school combine to enable students to be successful learners. It deals with the school's curriculum, the implementation of the curriculum, the impact of the curriculum on the students, and instructional methodology. In applying this criterion, consider schoolwide activities that support academic growth for all students.

School and district policies and practices reflect an academic focus on student learning and achievement. Students participate in a broad-based curriculum which includes reading and literature, oral and written expression, mathematics, science, history-social science, visual and performing arts, and physical education and health. The goals and objectives of this written curriculum clearly define rigorous content consistent with professional and community standards. The curriculum emphasizes enabling students to apply what they learn.

The selection of instructional materials, the design of lessons and assignments, and the determination of the scope and focus of assessment are coordinated and aligned with the knowledge, skills, and values defined in the goals and objectives of the written curriculum. The sequence of instruction received by the student reflects a progressive shift in emphasis from basic-skills-centered instruction to content- and application-centered instruction. High expectations for what students learn reflect a schoolwide belief that all students can learn.

Student achievement, as determined by a variety of measures, reflects significant increase or is maintained at a high level. The assessment data evidence learning across the curriculum. The content of the assessment is aligned with the curriculum, and instructional practices and procedures are modified on the basis of that assessment. Students are learning content beyond factual knowledge and rote skills, including knowledge of ideas, concepts, and issues, and complex thinking and communication skills such as analysis, interpretation, evaluation, problem solving, and application. Assessment data indicate that students with differing abilities and needs (e.g., students of high ability, disadvantaged, limited-English-proficient (LEP), or handicapped students) are achieving at their highest potential.

Students' interest in the subjects being learned is evident. There is a maximum use of time for instruction, free from interruption, and students are actively engaged in learning activities. Learning time is extended through regular homework, which is integral to the learning task and which challenges students to apply what they have learned. Instruction is teacher-directed, using a variety of teaching strategies and materials matched to both the content to be learned and the needs and strengths of students. Students' daily work is at a level of difficulty which both challenges them to learn and grow and provides experiences of success and competence in learning. Students' exposure to new concepts and skills is initiated through direct instruction from the teacher. There is timely teacher response to student work to verify comprehension, especially during early practice of new skills. Students are coached by the teacher as they practice and apply previously learned material. Teachers encourage and guide students to think and communicate about what they are learning.

- The academic program is the focus of the goals and objectives developed by the principal, staff, and parents at the school.
- Students receive broad-based curriculum, including instruction in reading, writing, oral language, literature, mathematics, science, history, social science, visual and performing arts, physical education, and health. All students have access to this balanced curriculum.
- Instruction and assessment in each subject area are coordinated and aligned with the goals and objectives of the written curriculum. Students' instruction in basic skills and content areas reflects the goals and objectives of the curriculum.
- The goals and objectives of the curriculum are clearly defined and are evident in:
    - Lesson plans and classroom work
    - Selection of instructional materials
    - Student assignments
    - Assessment practices
- Grade-level expectations are established and are put into practice for skills, knowledge, and values to be learned in each area of the curriculum. They reflect high standards and expectations. Grade-level expectations have also been set for homework, the required reading lists by subject area, and the quantity and quality of writing assignments in each subject area.

- The curriculum exhibits rigorous academic content consistent with professional standards exemplified in California state frameworks, county courses of study, curriculum planning handbooks, publications of professional curriculum associations, and the district course of study; and with community standards and expectations.

- There is an emphasis on enabling students to use and apply what they learn, beyond rote drill and practice, as evidenced in:

  - Allocation of class time
  - Quality of in-class assignments and homework
  - Samples of student work
  - Standards of achievement

- Assessment data in the major curriculum areas indicate that student achievement (including upper quartile, middle achieving, lower quartile, LEP, and disadvantaged students) is increasing or being maintained at a high level for:

  - Rote skills and facts
  - Ideas, concepts, and issues
  - Thinking and communication skills, such as formulating and solving problems, analyzing and interpreting information, drawing inferences, evaluating complex situations, thinking critically, expressing thoughts logically in written and oral form, or forming independent judgments

- Assessment is aligned with curriculum and instruction and includes a variety of methods suited to what is being assessed:

  - Work samples, demonstrations, presentations
  - Teacher-made tests
  - Textbook chapter tests/questions
  - Criterion-referenced tests
  - Norm-referenced tests

- Students learn practical study skills as a part of the regular instructional program. They include:

  - Note-taking
  - Outlining
  - Reading for main ideas
  - Following good study habits

- The curriculum at each grade level is articulated with the next higher grade. Articulation between the regular and special program staffs is frequent and regular.

- Classroom time is well managed for maximum concentration on teaching and learning activities. Teachers' interactions with students are frequent and related to the content of the curriculum. Students understand their assignments and have sufficient time to complete them; their progress is regularly monitored; and they receive timely feedback on their work.

- Direct instruction by the teacher is evident at critical points in learning:

  - Presenting new concepts and skills
  - Modeling
  - Guiding early practice of new skills
  - Coaching extended applications
  - Encouraging and guiding students to think and communicate about what they learn

- Assignments are challenging to students and yet within reach so that hard work brings success. Students are proud of what they accomplish, and their academic success is recognized by the principal, their teachers, and their peers.

- A variety of teaching strategies and materials is used. In this way the content to be learned and the needs of the students are matched.

- Teaching methods are geared to the intended level of learning, application, analysis, synthesis, and judgment of the material presented.

- All students are expected to complete every homework assignment. Homework is reviewed and returned in a timely manner.

- Instructional materials, approaches, and pacing are differentiated, as appropriate, for students with different needs and abilities.

SPECIAL NEEDS

The special needs criterion focuses on the extent to which the services provided for students with special needs enable them to be successful learners in the regular program. The criterion applies to limited-English-proficient students, educationally disadvantaged students, those students achieving at a level significantly below their peers, gifted and talented students, and students receiving special education instruction and services.

The information gained through an assessment of the special needs services is added to what the reviewers have learned about the instruction of students as they participate in the regular program. Information about how students are learning and what students are learning in the specific curriculum areas is also included to form a complete picture of the effect of instruction on students with special needs.

The special services the students are receiving support their successful participation in the regular program and each student with special needs is expected to master to the extent of his or her ability the same curriculum provided all students. For the high ability or high achieving student, special services remove ceilings, raise the conceptual level, and extend the breadth and depth of the regular program. The curriculum, materials, and methods used in the regular classroom are appropriate to the special needs and activities of each student whether those needs result from a handicapping condition, a primary language other than English, or achievement levels significantly above or below those of the majority of students. Student work is rigorous and challenging for each student.

Students are experiencing success in learning the skills and concepts of the curriculum commensurate with their highest potential and are feeling positive about themselves as learners. Each adult working with the students is knowledgeable about their needs, capabilities, and learning progress, and expects them to be successful in school. The special services received by students with multiple needs have been prioritized so that the greatest needs are being addressed first. Ongoing communication and collaboration among the classroom teacher(s) and specialist staff members have resulted in an integrated program for each student, allowing him or her to experience a continuity of services. Special services supplement the quality of instruction students would have received from the regular program alone.

- Students with special needs have equal access to the curriculum provided for all students.
    - The total curriculum received by students with special needs is well balanced. It includes fine arts, science, and social studies, in addition to the basic skills of writing, reading, language, and math.
    - As much as possible, special services are provided within the regular classroom setting.
    - When students must be pulled out of class to receive special services, the pull-out sessions are scheduled for times that do not preclude the students' acquisition of the basic skills and knowledge of the curriculum.
    - The use of the primary languages of the limited-English-proficient students allows them to continue learning the basic skills and knowledge of the curriculum at a normal pace while developing fluency in English.
    - Students on individual education plans (IEPs) participate in the regular program to the full extent permitted by their handicap.

- The special services received by each special needs student support his or her participation in the regular program.
    - Special services instruction is coordinated with regular instruction through use of textbooks and other instructional materials, as well as through articulation of the skills and concepts being learned.
    - The curriculum materials and methods of instruction used in each setting are appropriate to the student's needs, abilities, and language proficiencies.
    - Learning activities in each setting build upon and extend the student's current level of knowledge.
    - Special services are provided with minimum disruption to the student's participation in the regular classroom.

- The lessons and assignments received by the students with special needs are as rigorous and challenging for their diagnosed level as those received by all students.

- The regular classroom teachers and the specialist teachers expect each student to achieve up to his or her highest potential.
- The lessons and assignments challenge each student to (1) develop the critical thinking skills of inquiring, analyzing, solving problems, and evaluating situations; and (2) exercise creativity.

- Student work shows that students are experiencing success in learning the skills and concepts of the curriculum, and it is evident that they feel successful as learners in each curricular area.

- The regular classroom teachers and those providing special services meet regularly to plan and replan each student's program of instruction.
  - Both initial and ongoing assessment data are shared between the regular classroom teachers and the specialist staff.
  - There are regular opportunities for regular and specialist teachers to meet and share information about the student's progress and to plan instructional and support services for him or her, such as through team teaching or a student study team approach.
  - Regular classroom teachers and specialist staff members freely communicate with each other on an informal as well as a formal basis.
  - Parents are kept fully informed of their child's progress.

THE LEARNING ENVIRONMENT

The learning environment criterion focuses on how effectively the school and classroom environment support and encourage each student's academic, personal, and social growth. In applying this criterion, consider (1) classroom environment; and (2) school environment. Be sure to include all participating students, including students receiving special services.

The learning environment of the school reflects an academic focus. The principal, staff members, parents, and students perceive school as a place to learn and hold high standards and expectations for student achievement and behavior. They view learning as the most important source of joy and personal significance offered to each child by the school. Staff members are task-oriented and work to maximize the time students are engaged in academically productive activity; classroom interruptions are held to a minimum. Students are motivated and exhibit initiative for learning; they are comfortable approaching their teachers to gain or clarify information. Teachers manage the learning environment so that all students have equal opportunities to learn.

Respect and support among and between students and staff members are evident throughout the school. Students and staff members are proud of and enjoy their school. Together they develop and maintain a safe and orderly environment for learning. Schoolwide rules are reasonable and known by all, and each staff member enforces the rules consistently and equitably. Schoolwide procedures for recognition of and awards for student achievement and citizenship are designed so that each student has the opportunity to be recognized for good citizenship and for significant achievement.

Staff members routinely work together to identify and solve day-to-day problems of instruction, student discipline, student schedules, and so forth to achieve schoolwide goals and objectives. The morale of staff members is high and is maintained through established procedures for recognizing individual strengths and special contributions to the students and the school community.

Home-school communication is well established and ongoing. Parents are kept informed of their child's progress in school, and input from the parents is sought on a regular basis. Resources of the community are used to enhance the learning environment of the school.

- It is evident throughout the school that the primary business of the school is learning.
  - Students and staff show enthusiasm for learning and pride in the environmental conditions which encourage learning.
  - Students are punctual and eagerly settle into work at the beginning of each instructional period, working through each assignment.
  - Teachers are learning-oriented; they begin on time and maintain student involvement throughout the lesson.
  - Announcements do not interrupt instruction.
  - Classroom disruptions resulting from pulling students out for special services are minimal.
  - Teachers manage instruction so that each student receives an equal share of teaching time, attention, and learning material.
- Standards and expectations for student achievement and behavior are widely known.
  - Students, parents, and staff members are all involved in setting standards for behavior.
  - Students and staff members alike believe that the school rules are reasonable and are consistently and equitably enforced.
  - Students are taught the school and classroom rules and are held accountable for maintaining them throughout the school year.
  - Students perceive school as a safe place to be and feel that their teachers, the principal, and other instructional and support staff support them as learners.
- The cleanliness and appearance of the classrooms, halls, restrooms and school grounds and the enthusiasm of the students and staff members attest to the pride the students and staff members feel in their school.

- Students and staff members receive recognition for good work.
  - Students are recognized for their citizenship and for academic achievements in assemblies, by classroom or grade level; through special recognition by the principal; through award notices sent to parents; and so forth.
  - Teachers and other instructional staff members receive recognition that acknowledges excellence in teaching, curricular knowledge, special abilities to work with other staff members and with students, and willingness to contribute additional time to student activities.
- Staff members work cooperatively in developing and carrying out schoolwide policies. They respect each other as professionals and recognize one another's individual strengths.
- Parents are kept informed of the progress of their children on an ongoing basis, as well as school goals, school rules and student responsibilities, homework policies, and special activities of the school. This is done through newsletters, teacher and principal communiques, conferences, and so forth.
- Parents have regular opportunities to share their expectations regarding the school program, including participation at school site council and other council meetings.
- Resources of the community, such as parks, businesses, libraries and museums, community groups, and local governmental agencies, support the school and are used to enhance the learning environment of the school.

STAFF DEVELOPMENT

The staff development criterion focuses on how effective staff development activities have been in increasing the skills and knowledge needed by adults in the school to implement an effective instructional program. In applying this criterion, consider the effect of staff development on the instructional program, including services for students with special needs and abilities.

Staff development activities are planned, carried out, and evaluated for the purpose of improving the job-related knowledge and skills of principals, teachers, instructional aides, classroom volunteers, and other student support personnel, including parents who regularly interact with students at all grade levels. By increasing awareness and refining skills and by changing attitudes and behaviors, these activities are enabling staff members to deliver curriculum and instruction which is rigorous, challenging, and responsive to student needs.

The content of the staff development program clearly reflects established school goals for curriculum, instruction, assessment, and student achievement. A careful assessment of participants' strengths, competencies, interests, and needs as they relate to the school's goals is used in determining content. Staff members understand the goals and objectives of the school's planned program, their individual responsibilities for implementing the program, and how what they do fits with what others do. Each adult learns whatever is necessary to carry out effectively his or her part of the program, and staff members utilize information and techniques acquired through staff development activities in their day-to-day instruction.

The staff development program includes effective teaching methods and techniques. Instructional strategies include modeling, coaching, and other follow-up support in the classroom and are directly related to staff needs. Adult interaction at the school sustains high interest in professional growth and improvement. There is an obvious commitment to continued participation in staff development activities. The staff development program is actively supported by the administration through participation and commitment of time and resources.

- The content of the staff development program clearly reflects established school goals for curriculum, instruction, assessment, and student achievement.
    - The staff development program is school-based and addresses both individual and schoolwide goals.
    - An assessment of student progress in relation to the identified curriculum is used to determine any areas of instruction requiring either individual or whole-staff instruction and support.
    - An assessment of the participants' strengths, competencies, interests, and needs is used to determine the content of the staff development program.
- The staff development program is designed to improve the job-related skills and knowledge of all personnel who work with students at the school.
- The staff development activities help staff members refine existing skills as well as learn new skills, develop attitudes and behaviors that are more effective in the classroom setting, and gain knowledge necessary for effective implementation of the curriculum.
- It is evident through classroom observation and from talking with staff members that they are using information and techniques which they learned through staff development activities.
- Staff members understand the goals and objectives of the planned program, their responsibilities in carrying out the program, and the interconnection of those responsibilities with the responsibilities of others in implementing the program.
- Those who conduct the staff development program use effective teaching practices, including:
    - Modeling
    - Guided practice
    - Coaching
    - Peer observation, support, and assistance
- Staff are directly involved in planning staff development activities and conducting an evaluation of them and are committed to continued participation.
- Staff development activities are systematically evaluated, and the evaluation results are used to design or redesign staff development activities.
- The administration actively supports the program through participation, allocation of time for staff development activities, and use of fiscal and personnel resources.

LEADERSHIP

The leadership criterion focuses on the extent to which schoolwide leadership is used to promote and support the instructional program for all students. In applying this criterion, consider all avenues of leadership within the school setting, including those vested in the principal, assistant principal, program coordinators, resource teachers, grade level chairpersons, and teachers in a leadership role on committees and special assignments.

School leaders, who include the principal, assistant principal, program coordinators, resource teachers, grade level chairpersons, and teachers in a leadership role on committees and special assignments, are knowledgeable about the curriculum and instructional practices. Leadership supports and encourages staff members' efforts to improve instruction.

There is a strong academic orientation throughout the school program based on clear expectations for learning and behavior from school leaders. The local governing board, the superintendent, and the principal support this common purpose through policies, personnel practices, and allocation of resources. School leaders clarify and promote school goals and high expectations for achievement.

Teachers regularly receive timely and meaningful feedback based on classroom observation, student performance, and discussion. Staff differences in skill, styles, and personal values are considered in making assignments; these differences are considered in justly allocating human resources to students.

Leadership and responsibility are shared among staff members; adults model the leadership and cooperation they expect from students; staff members participate in many decisions; delegated leadership is respected.

School leaders promote and support improvements in the school program consistent with school and district goals. Time is allocated to a regular process of analyzing and evaluating data about student performance and motivation, staff performance and morale, and instructional program implementation. Based on discussion and understanding of what causes the results evident in these data, plans for improvement are made and implemented. There is broad-based participation in and commitment to this well-organized and well-managed improvement process. Curriculum and staff development resources are allocated in support of the planned improvements. Leadership encourages and supports the use of outside practitioners and experts in the curriculum areas being improved. District and state curriculum guides and materials and standards from curriculum and other professional associations are available and utilized in planning.

School leaders focus the motivation and talents of staff members on improving and sustaining excellence in the educational program of the school. Staff and student morale is high, as evidenced by good attendance and enthusiasm for school as a place to learn. School leaders work harmoniously with the community, and parents are active supporters of the school program.

- Goals, standards, and expectations have been stated by school and school district leaders for student achievement and behavior. These statements are central to planning and implementation at all levels and are well known throughout the school.

- Staff members expect all students to achieve these standards, and all adults feel responsible for the achievement and behavior of all students.

- The content of curriculum and the sequence and materials of instruction are coordinated throughout the grade levels in each curricular area.

- Schoolwide procedures for placement and promotion of students are established and consistently used.

- School leaders protect instruction from interruption by stressing discipline and supporting teachers in discipline matters, by keeping public places (halls, grounds) quiet, and by minimizing classroom interruptions from the intercom, bells, and/or visitors.

- Criteria, procedures, and practices for personnel evaluation at all levels demonstrate the importance of learning as the focus of the school district.

- Instructional supervisors give timely feedback and coaching to teachers based on classroom observations, student performance, and discussion. Observation with feedback includes but is not limited to:

  - Implementation of curricular goals and objectives

- Maximum use of time for instruction
- Interaction with students
- Lessons' design and presentation
- Development of thinking and communication skills
- Opportunities to express creativity
- Relationship of the strengths and weaknesses of various teaching methods to the content and learning goal

- Adults model good leadership and cooperation.

- The school board, superintendent, and principal support the fair and consistent application of school rules and the recognition of positive learning behavior.

- Leaders organize, manage, and support an ongoing improvement process which has broad-based staff and parent commitment with participation. This process includes:

  - Evaluation of student and staff performance
  - Evaluation of the curriculum and its implementation
  - Analysis of symptoms and determination of causes
  - Plans for action
  - Strategies for implementation

- Assistance and leadership from outside the district are utilized, including materials, training, guides, and standards, from:

  - Curriculum associations
  - Professional organizations
  - Offices of county superintendents of schools and the State Department of Education
  - Institutions of higher education
  - Teacher education and computer centers, Special Education Regional Network, and other regional training centers

- Leaders allocate resources--material and human--into instruction and the improvement of instruction.

- Leaders participate in regularly scheduled professional development which emphasizes curriculum and instructional practices.

PLANNING, IMPLEMENTING, AND EVALUATING THE SCHOOL PROGRAM

The planning, implementation, and evaluation criterion focuses on how effective the planning, implementation, and evaluation procedures used by the staff and parents at the school have been in developing and delivering an effective program for each student. This process involves determining what in the program needs improving and how to make the necessary improvements. In applying this criterion, judge the quality of the improvement process in terms of the effect of planning, implementation, and evaluation activities on the program.

As a result of collaborative planning among staff members, the principal, and parents, there is a common understanding of what students will learn in school, how they will learn it, and how they will be supported as learners. The roles and responsibilities that students, parents, instructional and support staff members, and the principal will play in the learning process are known. The goals and improvement activities of the program are clearly defined and shared by staff members and students throughout the school. The allocation of resources, including time, and the working relationships of everyone at the school are focused on achieving these goals.

The school plan provides a focus for alignment of curriculum, instructional practices, and evaluation. The coordination of the instructional program across grade levels and the coordination between the regular program and special services for students with special needs are maintained through ongoing planning efforts of the teachers, specialist teachers, and the principal. Good communication, coordination, and mutual support are evident among all staff members, and they are committed to the implementation of their planned program.

Procedures used for ongoing planning and evaluation are known to all staff members and are routinely used. Modifications to the program are made in response to the observed effects of the curriculum and instructional activities on students. The support activities are directly linked to the instructional program and promote student learning.

- There is a collaborative planning process that involves staff members, the principal, and parents.
  - In School Improvement schools, the school site council serves as the locus for the planning process.
  - In schools serving students with special needs, parents of these students have a voice in the planning and evaluation of these services.
  - There are opportunities for all parents and all staff members to be involved actively in defining schoolwide goals and objectives as participants in the planning process at the school.
  - All parents and staff members have opportunities to evaluate the effectiveness of the planned program and the extent to which the goals and objectives are being attained.
  - Sufficient time is allocated to the planning process.
- There is common understanding throughout the school of what the students will learn, how they will learn it, and how they will be supported as learners.
  - Teachers are in agreement about what students are to learn in each curricular area, and at each grade level.
  - The major instructional strategies that were agreed on during the planning process are being used.
  - Schoolwide policies and practices for homework, discipline, student placement and promotion, and so forth that were agreed on during the planning process are being implemented.
- Each staff member understands the overall intent of the planned program, what his or her individual role and responsibilities are, and how those responsibilities relate to what others are doing or will do.
- All staff members, including those providing services to students with special needs, communicate with one another regularly and work together for program coordination and for mutual support. There is a high level of staff commitment to carrying out the program as planned.
- The procedures (formal and informal) used for planning, ongoing planning, and evaluation are widely known throughout the school. Staff members know:
  - Who is responsible for what
  - What kinds of evaluation data are routinely collected
  - How those data are analyzed, by whom, and how they are used in planning programmatic changes
  - How to use the ongoing planning process to institute programmatic changes

APPENDIX B: THE GUIDE FOR CONDUCTING THE SELF-STUDY

Introduction

The self-study is the foundation on which the program review is built and should be viewed as the beginning of the school's planning process. The self-study is an activity that includes an in-depth look at the quality of the curriculum, the effectiveness of the instruction, and the structure, organization, and governance of the institution and is carried out by the school community prior to the program review. The three main reasons why the self-study is so important to program planning and the process of program review are:

- The quality of the improvement effort is dependent on the quality of the data and the analysis of that data. Data collection and analysis occur mainly in the self-study phase of the review.

- The quality of the self-study in the eyes of the school community determines the meaning accorded the visit of the external review team and any subsequent planning.

- A high-quality self-study is central to accomplishing the three major portions of program review: (1) the development of a clear understanding of the school's instructional program; (2) the model for examining the effectiveness of the instructional program; and (3) the focus for the determination of the kind of changes that should occur to improve the program for students.

When thoroughly conducted, the self-study is an extremely rewarding experience for the school because it establishes a routine process for monitoring and improving the quality of the instructional program for the students. A school carrying out a half-hearted pro forma self-study will reap at best an ineffectual review and at worst a misleading and damaging external review that will result in meaningless planning for improvement.

For an effective self-study to be ensured, it must be conducted by individuals who know the students and the school best and can be objective about the quality of the instructional program offered to each student. When the school community conducts the self-study, there should be a broad base of school community involvement coupled with the assistance of a designated leader who is committed to the process. Those participating in the self-study must use the Elementary School Program Quality Criteria as the foundation for the examination of the instructional program. The criteria will also serve as the standard against which the quality of the school's instructional program will be held during the formal program review.

The "Guide for Conducting the Self-Study" has been included in this handbook to emphasize the importance of the self-study. In addition to the introduction, the guide is organized into sections describing the methods for organizing and conducting the self-study, the application of the Elementary School Program Quality Criteria to the school's instructional program, and implications for use during the formal program review.

Organizing for the Self-Study

The self-study is designed to promote a cohesive and coordinated view of the curriculum and the instructional program received by students at the school. In the implementation of the self-study, it is not sufficient to contribute only as an individual or to be interested only in certain grade levels or special program outcomes. Rather, the school must be considered as a whole. As the school community organizes for self-study, it will be establishing the procedures for the ways in which staff will be contributing. The staff of the school will be involved as (1) individuals; (2) members of special groups such as grade level, special project, or curriculum committees; and (3) members of the school community.

Each staff member will be involved individually in analyzing the school program's relationship to the curriculum as well as to the schoolwide criteria. At the individual level each member of the school community is charged with (1) conducting a self-analysis of practices that pertain to each criterion; (2) observing and providing feedback relative to applying the criteria; (3) contributing the most accurate data possible; (4) focusing the discussions he or she has with others about various aspects of the school's program and the impact of that program on the students; and (5) interpreting the data collected in light of the instructional program as a whole.

When applying the curriculum criteria during the self-study, all teachers are involved in comparing the curriculum to state and professional standards. (Curriculum frameworks, handbooks, and curriculum statements offer excellent starting points for this view of the instructional program.) The teachers further review the implementation of that curriculum by considering what the students actually receive. The resulting analysis of the quality of the curriculum offered at the school and the extent to which that curriculum is actually received by the student is judged against the program review quality criteria.

When applying the schoolwide criteria, all participants are involved in synthesizing their individual input into generalizations about the ongoing school program. The quality of this input will determine the usefulness of the information in identifying areas in need of improvement as well as areas of strength.

Establishing the Proper Perspective for the Self-Study

The first step in the self-study process is deciding what questions to ask, what activities to observe, and what data to review in order to develop the objective knowledge of the instructional program received by the students and to compare that information with the related quality criteria. Certain decisions not only constitute the critical first step of the self-study but also go a long way toward determining the usefulness of the self-study and the program review by establishing a schoolwide perspective of program quality. These decisions include what to observe; what students to follow through their day; what sorts of questions to ask the students, the staff members, the administrators, the council members, and others involved in the various parts of the program; what sorts of records to review, including students' work samples, students' achievement data, minutes of meetings, and so forth.

In the design of the procedures for collecting information about the school's program, certain sets of data should not be overlooked. They include the school performance report, with locally developed indicators of success; the suggestions for increasing the effectiveness of the instructional program from the last program review; and the results of the California Assessment Program tests and other norm-referenced tests analyzed for patterns of achievement for all students and for specific groups of students over time.

Good reviews and subsequent good planning occur when people have information and the energy to act on it. A self-study must not be so burdensome that it discourages quality interaction among staff, students, and the community. To avoid having the self-study feel like an academic exercise or meaningless paperwork, those organizing the self-study should keep in mind that:

- Information collected is to be used by the school and the external review team to meet the goals of the program review, such as diagnosis, improvement, and planning.
- The diagnosis provided by the self-study is shaped by the quality criteria.
- Individuals, program personnel, or the school community as a whole must not be overburdened.

Collecting Good Information for Use in the Self-Study

During a self-study process two main types of information are collected, artifacts and opinions. The artifacts of a self-study are the concrete materials collected. Artifacts range from examples of students' work and assignments to records and transcripts and to minutes of meetings. Artifacts constitute the best way for a school to check on the other major kind of information collected, opinions. It is important to solicit the opinions of students, parents, and staff members as part of the self-study. Opinions about a topic provide valuable information on the overall sense of a school. Wherever possible, people should be asked to provide examples or artifacts to support their opinions.

In sum, each school is urged to individualize its procedures for collecting information. If the suggestions for data collection are seen as items on a menu from which school personnel pick and choose what fits their situation, the information collected will be more meaningful and powerful. (NOTE: "The School Data Summary" found on page 49 in this guide will be of assistance as you begin to collect information about your instructional program.)

Using the Quality Criteria for the Self-Study

The criteria for elementary program review are grouped into two main sections: (1) curricular criteria; and (2) schoolwide criteria. The concepts embedded in the criteria are not new. They were included in many of the previously used review criteria, state handbooks, frameworks, and other materials. The criteria described in this handbook represent significant agreements in the current analysis of high quality standards for curriculum and effective elementary education. They were designed to incorporate good-sense notions of sound curriculum, effective educational practice, and applied organizational management.

The curriculum criteria that include reading, mathematics, written language, oral language, science, history-social science, visual and performing arts, and physical education follow the major themes captured in the frameworks, handbooks, and the curriculum guides. The curriculum criteria should be used to assess the quality of the content of the curriculum as well as the method of instruction employed to impart that curriculum.

The schoolwide criteria are designed to focus the school community on what students experience as individuals, as members of groups (special programs and other assistance patterns), and as a total student body. In most school settings separate groups of adults such as classroom teachers, special project personnel, support personnel, and administrators work with students on discrete aspects of content or need. Thus, students experience those discrete aspects and synthesize them into their total school experience. The adult work groups may lose sight of all the different pieces that students must put together. Using the criteria to look at the school and various programs in operation within the school will help the school community to see what the synthesized school experience is like for different kinds of students. The application of the schoolwide criteria during the self-study also helps to determine the degree of congruence between stated policy and what students and other members of the school community actually experience.

Both the curriculum and schoolwide criteria are summative statements of a high quality program that is actually experienced by the student. When applying the criteria during the self-study, members of the school community should ensure that the following occur:

- Everyone involved in the self-study must become knowledgeable about the contents of the criteria for elementary program review.

- Those responsible for applying the criteria must decide what procedures they will use and what specific information they will seek out in order to address the criteria. For example, how will they organize observations to ensure that all students in the school, including those with special needs, are considered? Whom will they talk to in order to maintain a broad perspective on the school setting? What artifacts should they review?

- The necessary information is collected. Then reviewers discuss what has been found, pooling information in order to develop a common perspective of the program in operation and its impact on students.

- The common perspective brought out in the discussion is then compared to the quality criteria. In the comparative process, areas of the program that reflect the description in the quality criterion are identified as program strengths. Those that do not match the criterion statements are potential areas for improvement.

- The group must then decide which of the potential improvement areas should be considered for an action plan. For example, which would have the greatest impact on the criterion area as a whole? Which would offer the greatest potential for success? In what sequence should they be approached?

- Finally, the conclusions of the group are recorded so that they can be included in the self-study summary and shared first with the school community, then with the visiting review team.

Developing the Self-Study Summary

Once all information has been gathered, analyzed, discussed, and compared to the quality criteria, a summary of the self-study is developed. This summary should convey a thoughtful review of the curriculum and the schoolwide program.

The summary should not be a lengthy document. As a rule of thumb, one page is probably not enough room to impart effectively what is true about each aspect of the school's program as compared with the quality criteria. On the other hand, a 40-page document may be too detailed to be of optimum use to those who are responsible for initiating change in curriculum, instruction, and schoolwide organization. In other words, those responsible for organizing the self-study should use common sense in developing a summary that communicates effectively.

The summary of the self-study should include the following:

- A written record of the result of comparing what is happening at the school with the issues, concepts, and ideas in each of the paragraphs of the quality criteria
- A summative value judgment about the results of that comparison
- Identification of priority areas of improvement
- Recognition of the strengths of the particular aspects of the program and/or aspects in which there has been significant improvement

The completed summary will include the results of the self-study for each of the quality criteria. Even though all curricular criteria are included in the summary, those curricular criteria selected for special focus during the review will most likely reflect greater depth and attention in the self-study summary. The conclusions reached in other areas, however, will be of great value to the school community in planning curricular, instructional, and organizational improvements.

How the Self-Study Is Used During the Review

During the program review the school's self-study is used as a base for discussion about the programs in operation at the site. It is shared with members of the review team during the review so that it can be used to frame the organization of the review and ensure that the important points are covered. As the review progresses, the team will use the self-study as a guide in reviewing the school's program, validating the results of the self-study when the findings of the review team confirm the results, and seeking additional information when the self-study results and the team findings are at variance.

When the diagnostic portion of the review is complete, the key planners, the principal, and the review team will consider the identified areas of improvement within the self-study as they make recommendations for increasing the effectiveness of the instructional program and recognize areas of program strength.

THE SCHOOL DATA SUMMARY

Each school has a wealth of data which, when organized and presented for comparison and interpretation, constitute the school data summary. These data provide a meaningful base of objective information on which to build judgments about school program quality.

The organization and interpretation of data in the school data summary should be guided by educated hunches, open-minded exploration of patterns, confirming interpretations with supporting evidence, and common sense. It is a practical process that makes the best use of available information but retains a healthy skepticism.

Indicators

The following indicators are suggested elements of the data summary because they are commonly available in schools and provide data valuable to program review and school planning. The school's School Performance Report, both the locally and state-produced section, may already include some of these elements. Each school should examine its own available data and select the best data for its summary.

Outcome indicators include:

- California Assessment Program data (third and sixth grades)
    - Trends in raw scores
    - Percentile rank
    - Comparison to predicted score
    - Percent of students above Q3 and below Q1 over time
    - Skill area report comparing subareas of curriculum
    - Subgroup report showing trends over time
- Norm-referenced tests
    - Trends
    - Comparison to national norms
    - Curricular area comparisons
    - Percent of students above Q3 and below Q1 over time
- Criterion-referenced tests (including proficiency tests)
    - Percent of students achieving criterion levels
    - Trends
- Work samples
    - Holistic criteria
    - Grade level standards
- Attendance and tardies
    - Attendance patterns of all students
    - Attendance patterns of specific groups
    - Tardiness patterns for all students
    - Tardiness patterns for specific groups
    - Staff attendance
- Number of books read
- Number of writing assignments completed
- Library/media use

- Students' opinion of school climate
- Number of students referred to principal

Program indicators include:

- Instructional time
  - Total school day
  - Allotted time by subject and by grade
  - Time engaged in learning (from observation)
  - Homework by grade
- Extracurricular activities
  - Number of students in sports
  - Number of students in music
  - Number of students in drama
  - Number of students in academic clubs

Student indicators include:

- Enrollment patterns; e.g., increasing/decreasing
- AFDC count--increasing/decreasing
- LEP count--increasing/decreasing
- Parents' occupations
- Mobility/transiency of students

A combination of open-mindedness, common sense, and expert advice should be used in selecting data to include in the summary. The format should display information to facilitate making comparisons. Too much information can be just as confusing as too little. The summary should not cover every possible comparison among available data. Most data should be left in their natural forms, available for reference.

Data must be compared to some frame of reference. The most common comparisons useful to schools are:

- Criterion levels based on rational goals
- Past years' levels for the same school
- Other curricular areas or subcomponents within a curricular area
- Groups of students
- Other grade levels
- District, state, and national averages

One of the most useful means for interpreting data is a knowledge of trends over time. It is helpful to have data for as many years (or other time points) as possible so that the size of random fluctuations can be estimated. Steady movement up or down over three or more years is usually an indication of real change. A one-year spurt is usually difficult to interpret and should not be relied on. One way of validating an apparent trend is to look for parallel patterns in related data. If reading achievement is improving across several different measures (e.g., CAP tests, district criterion-referenced tests, and number of books read), then it is safe to interpret these results as real improvement. If, on the other hand, results on only one measure are moving up and those on the others are constant or going down, alternative explanations must be seriously considered. The policy significance of trends can be illuminated by comparing these trends to the trends in other schools and in district, state, and national averages. Schools with assessment data that are not consistent with state and national trends are likely to be schools with powerful and unique programmatic or demographic influences on student outcomes.

In the development of strategies for improving the program, it is often useful to compare data among curricular areas or subcomponents of curricular areas. By themselves, these comparisons can be misleading, so it is advisable to tie them to a reference point by using trends; that is, by comparing trends among curricular areas. National, state, district, or even school test score averages can be used. Data from comparison schools can be used in the same way. Criterion levels established as school objectives can also provide a standard of comparison between areas. But since these criterion levels are difficult to justify empirically, their use for other comparisons is questionable.

Evaluating the performance of groups of students is very important for program planning. Comparison by groups can also be misleading when viewed in isolation. These same types of reference points can be used to tie down student group interpretations in the manner suggested for curricular areas. Trends can be compared for the high, middle, and low quartiles; for LEP students; and for the disadvantaged. Counts and proportions are often more useful than averages in looking at specific groups. Very often, a comparison of program data among different groups reveals differences in the treatment of students. These program differences can be evaluated to determine whether they are intentional or are the result of inadvertent inequities.

Comparisons to national, state, and district distributions and averages can be useful by themselves. Data from schools with similar background factors are sometimes available. While comparisons with these schools can provide a sense of relative standing, matching is very dangerous and frequently misleading. These overall comparisons are more useful for setting goals and measuring progress than for discovering clues to program improvements.

The measures employed should be evaluated to determine how well they focus on program goals. It is easy to overvalue what is measured and undervalue what is truly important. An excellent assessment of an unimportant goal should not weigh as much in the decision-making process as a merely adequate assessment of a very important goal.

A very important consideration in interpreting data in curricular areas is the alignment of what is measured with what is taught or intended to be taught. Many tests overemphasize low level skills and facts, while the current trends in curriculum are toward higher level skills, ideas, and concepts. State and national test developers are making changes in their tests to reflect this shifting emphasis in the curriculum, but each school should make sure the available data cover the curriculum as it is intended to be taught.

A related issue is the match of assessment method to what is being assessed. For example, an analysis and holistic judgment of work samples, demonstrations, and student presentations are often the best methods for addressing higher order thinking and communication skills. Teacher and textbook-related assessments generally match curriculum very well, although comparative data are not readily available. State and national tests provide excellent comparative information, although their fit to the school program is only general.

I. OBSERVATION--BACKGROUND INFORMATION

A. Introduction

- Observation is a key step in the multimethod approach of collecting information. Much insight is gained about questions that need to be asked during formal and informal interviews through observing what is happening with students and adults. Observation generally takes a majority of the reviewers' time during a review.

B. What to Observe in Instruction and Settings (i.e., classrooms, labs, resource centers, libraries, and so on).

- What to observe in instruction is determined by what information is needed in order to apply each curricular criterion and other instructional criterion. However, these are some initial observations that will help reviewers begin to focus in on the important instructional issues common to all curricular areas. These are:
  - What the students are doing. Receiving instruction? Applying skills? Practicing newly acquired skills? Synthesizing and evaluating information? Waiting? Playing? Causing a disturbance?
  - How the classroom is being managed. Is it task oriented? Vigorous?
  - Range of activities taking place from acquisition of knowledge to higher level learning skills.
  - How students are grouped and how individual assistance is provided.
  - What sort of assignments the students receive. How much time are the students actually spending on the assigned activity? Do they know what to do?
  - How students are applying the skills being learned.
  - How the students are challenged to think and to communicate their thoughts.
  - How students with special needs are participating in the classroom activities.
  - How the instructional settings are varied according to the needs of the student and/or what is to be learned.
  - Evidence of balance in the curriculum, i.e., fine arts, social studies, and the sciences.

C. What to Observe in Other Places (i.e., cafeteria, school office, staff room, playground, and so on)

- As with observation in instructional settings, observation in other places is guided by what the reviewer needs to know. To apply the schoolwide criteria, some general observations to help the reviewer establish a schoolwide sense of the culture of the school follows:

  - How students are supported and are supportive of others
  - To what extent the school seems to value learning
  - The interactions between adults and students
  - Evidence of school pride
  - How parents and community members contribute to the program
  - What the school rules are and how they are enforced
  - Ways students and adults are recognized and recognize others
  - What interaction there is between various age levels and groups of students

KEEP IN MIND

- Establish rapport with those being observed.
- Let the program unfold to you; don't prejudge or jump to conclusions about what the program is like.
- Remember that observation usually causes people to act differently as anxieties are created regardless of the skill of the observer.
- Structure your observation so that you learn what you need to learn, then be tactful but assertive about getting the additional information you need.
- Note-taking should record what is seen rather than reactions to what has been observed and should be unobtrusive.
- Know when and how to leave a classroom.
- Be aware of biases that can influence observation.

II. INTERVIEWS-BACKGROUND INFORMATION

A. Introduction

- Why interviews are used:

  - Interviews are used as part of the review process to find out information that is not observable, such as what has happened and what is planned. They are used to find out peoples' feelings, thoughts, and intentions, and to validate and expand prior information gained through observation and the review of documents such as the school data summary, the school's curricular materials, the school plan, schoolwide policies, and so forth.

- **Types of interviews**
  - **Informal**:
    - Conversational
    - Usually one to one (talking to teachers, aides, students in classroom)
    - Spontaneous questions
  - **Formal**:
    - Groups (teachers, support staff, aides, councils/committees required; district office, parents, optional).
    - Major topics to be discussed are established prior to the interview.

B. Conducting an Interview

- **Questions can be based on/responses will be based on:**
  - **Experience/Fact**
    - What has happened or is happening--questions about interviewee's experience
    - Factual information
      - "How were you involved in planning the program?"
      - "How did you decide . . .?"
  - **Options/Feelings**
    - Good to use after experience questions
      - "What do you think . . .?"
      - "What is your opinion of . . .?"
      - "What is your belief of . . .?"
    - Eliciting affective responses:
      - "How do you feel about . . .?"
- **Questioning Techniques**
  - **Single idea**
    - In most instances, questions should contain one issue
    - Multi-idea/issue questions often cause tension for interviewee
  - **Neutral**
    - Questions should not show biases.

- Role playing -
  - Provides a focus:
    - "If I were a new parent in your school . . ."
    - "If I were a new student in your school . . ."
    - "If I were a compensatory education student in your classroom ..."
- Introduction statements, transition phrases
  - Use to shift topics
  - Can give interviewee time to think:
    - "We've been discussing . . . Now we'd like to . . ."
    - "We would like you to think about . . ."
    - "The next question is important to . . ."
    - "We have noticed that you use _____ in your classroom. What kind of support . . ."
- Detail, follow-up
  - Gets deeper into the subject:
    - "Would you give an example?"
    - "I'm not sure I understand what you mean by . . ."
- Paraphrasing
  - Use to clarify understanding
    - "Did I hear you say . . ."
    - "Let me be sure I understand . . ."
- Giving feedback (mirror) to elicit extension, correction, validation
  - Building upon information already gathered during observation, talking to students, and information interviews.
  - Gives a picture of what interviewer is seeking without giving personal interpretation:
    - "Let me share with you what we know so far about your language program from visiting classrooms and talking to individual teachers, students, and aides. When I'm finished, I'd like your responses as to whether my perceptions are accurate, what we've missed, what we need to see tomorrow."
    - "During my visitation in your classrooms, I have noticed . . ."

C. Role of Interviewer During a Formal Interview (i.e., teachers, aides, councils, district, parents, school support)

- Establish a comfortable climate
  - Introduction of team
  - Make an opening statement which clarifies:
    - Purpose of program reviews
    - Why the interview is taking place
    - What will be asked
    - How the information will be handled--confidentially
    - How the information will be used
  - Give positive feedback when appropriate about something that has been learned about the school.
  - Explain the purpose of questions to be asked.
  - Explain note taking by reviewers during interview.
  - Opening questions should be simple and nonthreatening.
  - Give feedback throughout to the interviewees by:
    - Head nodding
    - Words of thanks
    - Acknowledging and supporting to make interviewee feel worthwhile
  - Give the interviewees a sense of worth in the process.
  - Thank interviewees for their participation.
- Control the interview
  - Maintain eye contact with person responding.
  - Know what information you want to find out and ask clear and appropriate questions.
  - Involve everyone.
  - Do not ask questions again that have been answered and validated.
  - Give appropriate verbal and nonverbal feedback.
  - Use interviewees' names.
  - Listen carefully to responses.

- There are no "right questions." Do not use a set listing of questions. Tailor your questions to the situation--what you do not know yet, what do you need to verify?

- Stop "long-winded" responses:

    - Cease giving clues that encourage.
    - Stop note taking.
    - Sit back.
    - If necessary, interrupt with:

        - "Let me stop you for a moment. I'd like to get back to this at another point in the interview."

D. Role of Interviewer During an Informal Individual Interview (i.e., students, teachers, aides)

- Establish a comfortable climate

    - Introduce self.

    - Exchange openers such as:

        - "Do you have a minute?"
        - "I'd like to ask you a couple of questions."

    - Begin, if appropriate, with something you have observed:

        - "I see you're doing math . . ."
        - "I notice that chart . . ."
        - "That's an interesting center. Tell me about it."

    - Keep eye contact.

    - Give feedback.

    - Use language appropriate to interviewee.

- While interviewing elementary students, remember to:

    - Be at student's level while talking.

    - Be aware that some students may feel threatened.

    - Be supportive of student.

    - Adapt question and language to student.

- Appropriate questions might include:
  - What are you doing? How do you know how to do it?
  - When do you work with the teacher?
  - What do you do with the teacher?
  - What happens if you make a mistake or do something wrong? How do you know if it is wrong?
  - What homework do you have? How often? When do you know whether you've done it right or not?
  - What do you do if you need help?
  - What will you do when you are finished with this? What will you do? With whom will you work?
  - What will you be doing later today?
  - What do you like best about school?
  - Show me some of your work from last week. What did you do?
  - What do you do your best work in?

KEEP IN MIND

- There is no one "right way" to interview; there is no one correct format.
- There is no one "right way" to ask a question.
- LISTEN to responses.
- Use open-ended questions. Yes/no response questions set a feeling of interrogation and provide little information.
- Do not use canned questions. Use what you already know to frame questions to extend that knowledge.
- Ask questions which will verify what you think you know and which will add missing pieces of information.
- Ask questions which do not imply the answer, and which do not reflect reviewer biases.
- Use clear and concise language which is appropriate to the interviewee.
- Note-taking should record what is said--not reviewer's reactions.
- Allow adequate time for responses.
- Elicit responses from everyone in the group. Do not allow a few people to dominate the interview.
- Do not start an interview by having each person explain in round-robin fashion what they do. It will take up all the time and you will not be able to ask the questions you need to ask.

KEEP IN MIND

- Do not assume that people understand what you are asking about - make sure they do.
- Do not push for answers at the expense of interviewee.
- Be mindful of nonverbal feedback to reviewers, i.e., facial expressions, turning away, and so on.
- Be alert to "clues" of interviewees and follow-up what is not being said:

  - What is hinted at
  - Nonverbal responses
  - Avoidance techniques
  - Partial answers
  - General, nonspecific, halo-effect vs. quantitative, concrete

- Begin and end ON TIME.
- Make sure the room is arranged so everyone can see and be seen, i.e., circle.

RESPONSES WHICH FACILITATE PRODUCTIVE INTERVIEWS

Door Openers

Verbal responses which invite the speaker to say more.
"I would like to hear more about the in-service program focused on implementing the reading program"

Silence, Passive Listening

The listener hears a speaker's message without verbally responding.

Being a Tape Recorder

The listener says verbatum what the speaker has said. This technique may "buy" time for the listener and may be assuring to the speaker.

Sincere Acknowledgement

The listener makes noncommittal responses, usually verbal, to a speaker's message, responses, and so on.

Eye contact
Nodding
"Um-hmm"
"I understand"
"I hear you"
"Oh"

Paraphrasing

The listener uses his or her own words to reflect the meaning of the speaker.

Reviewer: "If I heard you correctly you indicated that you had helped to plan the in-service program.

ACTIVE LISTENING

There are two components of active listening. They are:

1. Attending

Focus on the speaker. Attend to:

- The total meaning of the message
  - What he or she says (content)
  - How he or she says it (feeling and attitudes underlying the content)
- The nonverbal behaviors/cues

2. Reflecting

- Reflect in words and body-language what the speaker is communicating.
- Reflect the feelings the speaker is expressing in the total communication.
- Communicate genuine acceptance of the person and his feelings.

What to avoid:

- Pleading, reasoning, scolding, insulting, prodding - any actions which stand in the way of listening with understanding. This is the most potent agent of change.
- Decisions, judgements, and evaluations - these actions convey that we are thinking for people rather than with them.

Pitfalls in Active Listening

- The personal risk
  - It takes great inner security and courage to risk self in understanding another.
- The "constant refrain"
  - Mechanical "parroting" of content is not active listening.
- Timing
  - When someone is asking for factual information or when there is not time to deal with the situation, do not use active listening.
- Emotional danger signals
  - Defensiveness: When we find ourselves emphasizing a point or trying to convince another, emotions are high and we may be less able to listen.
  - Resentment of opposition: An opposing view may stand in the way of our listening.
- Listening to ourselves
  - This is a prerequisite of listening to others. We need to be sure of our own position, values, and needs.

Benefits of Active Listening

- It communicates acceptance and increases interpersonal trust.
- It facilitates problem solving.
- It establishes a nurturing climate which tends to build self-esteem.

GIVING AND RECEIVING FEEDBACK

GIVING FEEDBACK: To avoid the false positive and surprise to the school during the final report, provide honest and accurate feedback to the school throughout the review, particularly through the principal during the brief meetings with him or her and others he or she might select.

Providing Feedback When It Is Requested. Asked for feedback can take two forms:

1. Reflective
   When we interviewed the English teachers, there was not agreement regarding ________________ because ________________.

2. Task-oriented
   It was helpful when you ________________ because ________________.

Providing Feedback When It Is Not Asked For. This type of feedback is often called leveling and there are assertive ways to level without producing inordinate amounts of defensiveness in the receiver. Also, it is often necessary in order to break through barriers and demonstrate that the focus of your review is program improvement--laying a foundation for future work, not placing blame for current ineffectiveness.

Main Points To Keep In Mind. Remember, it is difficult at times for a person to "hear" someone else's observation of his or her own behavior whether or not the feedback has been requested. There are ways however to lessen the blow. Remember these guidelines:

- Feedback is most useful when it is descriptive, not evaluative. By avoiding evaluative language the defensiveness of the receiver is reduced.
- Specific rather than general: "We are talking about the in-service program designed for the reading teachers."
- It takes into account the needs of both the receiver and the giver. Indicating respect for the staff's efforts in improving their program needs to be balanced with an accurate evaluation of the effect of the program on students.

RECEIVING FEEDBACK: There might also be times when the school staff becomes uncomfortable or even upset during the course of the review. During such times it is essential that the team receive feedback effectively.

1. Listen to the message very carefully and strive for understanding.
2. Ignore yourself for a minute.
   - Avoid feeling defensive.
   - Avoid formulating answers, rebuttals, and explanations.
   - Focus attention on understanding.
3. Paraphrase to the speaker what you heard.

4. Remind yourself that, although you may not want to, or be able to act on the recommendation contained in the feedback (for the sake of accuracy and consistency of the review process and findings), it is essential to understand why the person is upset and take appropriate action to correct an inaccurate perception or take action to avoid repeating the problem.

COMMUNICATION AIDS

When you trust that your perceptions are accurate and the person to whom you are speaking is receptive to your communications, the following phrases are useful:

From your point of view . . .

It seems to you . . .

In your experience . . .

As you see it . . .

You mean . . .

You believe . . .

What I hear you saying . . .

Phrases that are useful when you have some difficulty perceiving clearly or it seems that the person to whom you are speaking might not be receptive to your communications:

Could it be that . . .

I wonder if . . .

Correct me if I am wrong but . . .

It is possible that . . .

Maybe this is a long shot but . . .

Let me see if I understand; you . . .

REVIEWER WORKSHEET
ELEMENTARY

INFORMATION COLLECTION: CLASSROOM OBSERVATION

Reviewer: School:

Room no.	Criterion	Observations

REVIEWER WORKSHEET
ELEMENTARY

INFORMATION COLLECTION: INTERVIEWS

CURRICULAR CRITERIA

Reviewer: School:

Group

Criterion:

Topic:

Topic:

Topic:

Topic:

Group

Criterion:

Topic:

Topic:

Topic:

Topic:

REVIEWER WORKSHEET
ELEMENTARY

INFORMATION COLLECTION: INTERVIEWS

SCHOOLWIDE CRITERIA

Reviewer: School:

Group	Criterion: SCHOOLWIDE EFFECTIVENESS
	The curriculum: How curriculum is implemented: Impact of curriculum: Effective instruction:

Group	Criterion: SPECIAL NEEDS
	Impact of special services: Students curriculum: Integration of services:

Group	Criterion: LEARNING ENVIRONMENT	
	Academic Focus:	School climate:
	Working relationships:	School-community:

Group	Criterion: STAFF DEVELOPMENT	
	Activities:	Content:
	Effective instruction and commitment:	

Group

Criterion: LEADERSHIP

Support:

Expectations:

Supervision:

Delegated leadership:

Improvement process:

Commitment:

Group

Criterion: PLANNING, IMPLEMENTING, EVALUATING

Common understandings:

The planned program:

Ongoing planning and evaluation:

GUIDE FOR APPLYING EACH QUALITY CRITERION

The following pages contain the 13 quality criteria, each accompanied by a guide for applying the criterion to a school program. The guide identifies the key ideas within the narrative statement of each criterion, the evidence that should be examined, and the procedures of observation, interview, and document review that should be followed relative to each key idea. By using this guide, reviewers and school community members can ensure that they have gathered sufficient information to compare each aspect of the school program to the quality criteria, to clearly identify areas of program strength, and to offer suggestions that will effectively increase program quality.

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READING

The reading criterion focuses on the effect of the reading program on students. It deals with completeness of content, identification of skills and concepts to be learned, range and depth of content to be learned, and aspects of instructional methodology that are unique to reading. In applying this criterion, consider all students participating in all programs offered by the school.

All students are learning to read with understanding, think critically about what they read, and enjoy and respond actively to important literary works. Within the framework of reading for meaning, the focus for reading progresses in stages from skill acquisition to fluency and finally to reading to learn. Students learn to read in the early grades, steadily increase their fluency through the middle grades, and use their reading in the upper grades as a primary vehicle for learning. Students at all grade levels respond with ideas and opinions which go beyond what is explicit in the text as well as comprehend literal meaning. Further, they investigate, evaluate, and integrate information and ideas of increasing complexity and apply their reading experiences to new contexts. Students use reading to gain knowledge in literature, mathematics, science, social science, and fine arts.

Literature is a major part of the reading program. Students regularly read and are read important literature, both from required and recommended lists. They discuss what the literature means in both personal and cultural contexts. Frequent discussion and writing address the moral and social issues articulated in the literature. Teachers use literature to extend the students' experiences and to explore common values. Practicing authors are brought into the school to work with students.

Students learn to enter and explore the wide world of human experience accessible through reading; they regularly acquire new information and perspective through reading a variety of materials, including literary works, textbooks, newspapers, trade books, and encyclopedias. They read about familiar and interesting topics and relate new information to what they already know about the topic. Through discussion and writing, students interact with the teacher and one another about what they are reading. The use of workbooks is kept to a minimum. Students have easy access to a variety of books and periodicals in the classroom and have regularly scheduled periods for self-selected reading during class time. The resources that supplement the regular reading program, including the library, enhance and extend classroom instruction.

Teachers, the principal, and other adults at the school express enthusiasm for reading. Teachers and students view reading and writing as purposeful human communication which is essential, desirable, pleasurable, and attainable. All students, including the less able and those who have limited proficiency in the English language, are enthusiastic about the reading program. Teaching strategies and materials are adjusted to accommodate special needs and encourage participation for all students.

- Beginning reading provides for continuous and systematic development of skills within the framework of reading for meaning.
- The focus of the reading curriculum shifts progressively from skills development to reading for fluency and to reading to learn.
- Reading for meaning is emphasized; students develop skills in the four levels of comprehension:
    - Literal: grouping information explicitly stated in the text
    - Interpretive: formulating ideas or opinions that are based upon the text read but not explicitly stated
    - Applicative: connecting or integrating new information, ideas, concepts, values, and feelings with previous experience and knowledge
    - Critical: synthesizing, analyzing, or evaluating the material read
- Students read major literature as an integral part of their regular reading program.
    - Literature selections include poetry, drama, biography, fiction, and nonfiction.
    - Students explore the concepts of a common heritage as transmitted through the use of high quality literature.
    - Students discuss and write about the ideas contained in literature.
    - Students are guided in their reading by a list of suggested titles.
    - Practicing authors work with students who are learning to write poetry, stories, and other literary forms.
- New vocabulary is regularly introduced in the reading program, and students are familiar with the origin and history of words.

- Students read a wide variety of materials to develop reading skills, increase reading fluency, and gain new information. Reading materials include:

- Textbooks	- Short stories and novels
- Newspapers	- Poetry and plays
- Trade books	- Biographies and nonfiction books about our social, physical, and moral worlds
- Encyclopedias	

- Students discuss what they are reading with the teacher and with one another. They frequently write about what they are reading, and workbook usage for comprehension development is kept to a minimum.

- Methods for motivating students are employed regularly by the teaching staff and include:
    - Reading assignments about topics which spark interest and natural curiosity
    - Use of reading to learn about our social, physical, and moral worlds
    - Self-selected reading materials
    - Appropriate modeling from adults at the school
    - Opportunities for students to hear stories that are read aloud

- Students with special needs participate in a reading program that is conducted in concert with the regular reading program. Special reading services supplement and do not occur in lieu of the regular reading program. To the extent possible, students with special needs should read the same material and discuss the same ideas and concepts as other students.

CRITERION FOR READING

Key ideas	Evidence	Procedures	Issues
Curriculum: • Read with understanding, think critically • Progression from skill to fluency to content • Students respond, investigate, evaluate, integrate, and apply • Use of reading skills	The curriculum received by the student Differing levels of skill acquisition of various grade levels Progression of thinking processes from simple to complex, from learning skills to applying skills The appropriateness of skills lessons to the needs and strengths of the student	Observe reading instruction and the interaction between the teachers and students. Listen to children at various grade levels read--looking for increasing levels of fluency and analysis. Observe other curriculum areas to see how reading skills are applied. Interview students and adults about: • Development and use of reading skills • The role of reading in other curricular areas Review relevant documents such as student work, student projects, assessment information, courses of study, continua, texts, and supplemental texts.	

Key ideas	Evidence	Procedures	Issues
Literature: • Major part of curriculum • Required and recommended lists • Discussion • Writing • Extended experiences • Exploration of common values • Practicing authors	The place of literature in the curriculum	Observe students during reading to see what they are reading.	
	The availability and use of literary resources	Observe students for discussions about literature.	
	The variety of literary resources--poetry, novels, biography, drama, fiction, nonfiction	Look for writing related to literature--poetry, stories, biographies, journals, autobiographies.	
		Observe for self-selection by the students.	
		Interview students and adults about: • What students have read that they have liked • Why students should read • What the place of "free" or recreational reading is in the classroom.	
		Review relevant documents such as recommended lists of reading material, book reports, classroom libraries, school library check-out records.	

Key ideas	Evidence	Procedures	Issues
Methods and materials: • Acquisition of new information • Relation of new information • Interaction • Minimum use of workbooks • Variety of materials and supplemental resources • Self-selected reading	The variety of materials used by students The use of these materials to acquire information The ways students interact with each other and adults The interrelationship of reading with writing, oral language, other curricular areas The place of reading as central to the entire curriculum	Observe students reading in settings other than the reading period; during library time, social science, science, and so on. Observe the ways students and teachers interact--questions asked, levels of responses, discussions, and so on. Look for a variety of available materials and how they are used by the student. Observe the use of workbooks, dittoes--are they used appropriately for meaningful practice, enrichment, application, "fun," or are they busy work? Interview students and adults about: • Students' attitudes toward reading: What is reading? When do you read? What have you learned from reading? • Student use of supplementary materials Review relevant documents such as library checkout records, book reviews, courses of study, and teacher lesson plans.	

Key ideas	Evidence	Procedures	Issues
Attitude toward reading: • Adult enthusiasm • Purposeful human communication • Student enthusiasm • Accommodation to special needs • Encouragement of participation	The attitude of staff, students, and parents toward reading as cornerstone of school and learning	Observe students as they read: • Are they engrossed? • Can they tell you what they are reading and why?	
	The place of reading as a tool for learning	Observe the variety of materials available.	
	The curriculum and activities for students with special needs	Observe students with special needs to see if they are engaging in meaningful or "fun" reading.	
	Methods and techniques used to stimulate the reluctant reader, the gifted, second language students, and the low-achieving student	Interview students and adults about: • What their attitude is toward reading • How students rank reading in comparison to other subjects • How students feel they would use reading in later life	
		Review relevant documents such as books read, teacher lesson plans, and available materials.	

WRITTEN LANGUAGE

The written language criterion focuses on the effect of the written language program on students. It is built on the belief that writing is an effective tool for communication and should be part of the instructional program at all grade levels. The criterion also focuses on the completeness of content, identification of skills and concepts to be learned, range and depth of content, and appropriate instructional methodology accompanying the written language curriculum. In applying this criterion, consider all students in all programs offered by the school.

Writing is valued as an effective tool for communication and is reinforced at all grade levels. The standards and expectations for written language are clearly defined and implemented at all grade levels. Students at all skill levels, including those with limited-English proficiency, are involved daily in writing activities which focus on effective communication. Students' writing fluency is developed through practice in writing for a variety of purposes and audiences and on a range of topics in a variety of forms. Students learn and practice all the stages or steps of writing: prewriting, writing, responding, revising, editing, developing skills with the conventions of writing, evaluating, and post-writing. Students understand and apply the conventions of writing, including grammar, usage, capitalization, punctuation, spelling, paragraphing, and format to the assignments they complete. Students receive ongoing feedback on their writing, and their own work is used to reinforce the conventions. The writing activities in which the students are engaged help them organize and clarify their thinking and generate and express thoughts logically and clearly. Students use writing in a meaningful way with evident purpose in all areas of the curriculum. Techniques and approaches for teaching writing are varied to match student needs. Writing skills are reinforced, applied, and extended by inclusion in other curricular areas.

- There are written standards and expectations for student writing which are known and used by all teachers. Students write every day.
- K-1 students participate in activities which facilitate the transition from communicating through speaking to communicating through writing:
  - Students talk about experiences and their responses are recorded in writing for their later use.
  - Students illustrate what has been written through their art activities.
  - Student illustrations, along with written words, are displayed.
  - Students learn the written symbol system as well as the basic conventions of the English language.
- Students use writing skills in their daily work. Teachers respond to what is communicated as well as to the quality of the writing in all content areas.
- Students experience all of the following stages or steps in the writing process:
  - Prewriting activities, such as storytelling or dramatic activities by teachers and students, brainstorming, clustering words and ideas, discussing issues and ideas, reading literature, and interviewing
  - Writing activities, such as writing for a variety of purposes and audiences; about a variety of topics related to readings (e.g., book reports), experiences (letters), observations (nature studies), and ideas (essays); and in a variety of forms such as stories, poems, drama, and expository compositions
  - Responding activities, such as whole-class and small-group response sessions, using reproduced copies of students' work; written responses to each other's writing; comparison of different versions of the same piece of writing; and consultation with individual students regarding their writing
  - Revising activities, such as adding detail, deleting repetition; clarifying voice, point of view, and audience; substituting and arranging; and using comments of peers and teachers
  - Editing activities, such as using an editing checklist; editing the works of peers and other individuals; using references or handbooks on usage, grammar, and other conventions of writing; and conferring with teachers

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- Activities that develop skill with the conventions of writing, such as prewriting exercises that generate vocabulary; direct teaching of the conventions as the need becomes evident in the student's writing; editing with the use of spelling and punctuation checks; exercises that make effective use of grammar and usage handbooks; practicing sentence-combining activities to illustrate sentence construction, variety, and ways of achieving economy of expression; and analysis of students' writing skills

- Evaluation activities, such as evaluating student writing only after a final draft has been prepared, instructing students on how to evaluate their own writing and that of their peers, and classwide evaluating sample papers in class

- Post-writing activities, such as displaying student writing on a bulletin board or in the community, publishing student writing in a school or community newspaper or in a classroom collection, exchanging student writing between classes or schools, and recognizing superior student writing through contests, awards, and announcements during assemblies

- All students, including those with limited proficiency in English, are experiencing a writing program in each major area of the curriculum, learning the unique writing requirements of each. Techniques and approaches are varied as appropriate to individual student needs.

- Writing achievement is assessed regularly on a schoolwide basis. These assessments include holistic and analytic measures of student writing samples. Parents are kept informed of student progress in writing.

CRITERION FOR WRITTEN LANGUAGE

Key ideas	Evidence	Procedures	Issues
How the curriculum is implemented: • Well defined standards and expectations • Daily activities • Effective communication • Writing fluency • All writing stages	The curriculum for written language includes: • Standards and expectations • All stages: prewriting, writing, responding, revising, editing, developing skills with the conventions of writing, evaluating, and postwriting	Observe written language activities for quality of communication and increased fluency through the grades. Observe lessons for the stages in the writing process and for ability to write for a variety of purposes.	
	The inclusion of writing on a daily basis	Interview students and adults about: • The articulated writing curriculum standards and expectations • Variety of writing activities • Frequency of writing assignments in all curricular areas	
	The goal of the written curriculum as that of fluency and effective communication		
		Review relevant documents such as courses of study, standards, expectations, and student work over a period of time.	

Key ideas	Evidence	Procedures	Issues
Impact of the curriculum on students: • Understanding and application of conventions • Ongoing feedback • Own work used to reinforce conventions • Activities organize/clarify thinking • Generation/ expression of thoughts • Use of writing • Varied approaches • Reinforcement, application, extension into other curricular areas	The degree to which students understand and apply the conventions of language appropriately for their level of development How feedback is given and received How student work is used to reinforce learning How writing is used in other curricular areas How instruction is varied for students with special needs	Interview students and adults about: • How and when the conventions of writing are taught • What kinds of activities are used in each of the stages of the writing process • How feedback is given, how written work is evaluated • How they feel about writing • How writing is used in other areas of the curriculum • How special needs are accommodated Observe students during writing to determine skill development and attitude. Observe how students are encouraged to write in a variety of settings. Review relevant documentation such as student work over a period of time, teacher lesson plans, courses of study, assessment information.	

ORAL LANGUAGE

The oral language criterion focuses on the effect of the oral language program on students. Completeness of content, identification of skills and concepts to be learned, the range and depth of the content, and the instructional methodology appropriate to oral language are considered. When applying this criterion, consider all students in all programs offered by the school.

The oral language curriculum is clearly defined and is implemented throughout each grade level on a regular basis. Students are learning and applying listening and speaking skills in a range of situations and communication forms, for various purposes and audiences, and in a variety of speaking styles. Students are applying critical listening skills; are effectively communicating feelings, experiences, knowledge, and ideas with fluency and clarity; and are increasing their reasoning ability. All students are involved in activities designed to increase their confidence and skills in public speaking. The oral language activities at all grade levels build on the students' own academic, personal, and social experiences.

Teachers and other adults model correct and effective listening and speaking skills. Teachers support and reinforce students' listening and speaking skills by promoting conversation, discussion, presentations, and critical listening. Assessment of the students' speaking and listening skills is ongoing and is used as a basis for planning of instruction.

Students with special language needs, including limited-English-proficient students, speakers of nonstandard English, and exceptionally shy students, learn English through oral language activities designed to address their specific needs. They continue to increase their oral skills as they apply them to the learning of subject area content. The dialects or primary languages of speakers of nonstandard English and other languages are treated with respect by the staff members and other students as they learn to master standard English.

- Students learn and apply listening and speaking skills in a variety of contexts:
  - Situations--informal, formal, and interpersonal
  - Purposes--informing, learning, persuading, evaluating messages, facilitating social interaction, sharing feelings, and using imaginative, creative expression
  - Audiences--classmates, teachers, peers, family, and community
  - Communication forms--conversation, group discussion, interview, drama, public speaking, and oral interpretation
  - Speaking styles
- Students receive systematic instruction in oral language which promotes language creation, comprehension, and utilization. Instructional activities appropriate to the developmental needs and abilities of the students address:
  - Diction
  - Fluency
  - Intonation
  - Vocabulary
  - Syntax
  - Organization
- Students regularly participate in activities to develop their oral language skills, such as:
  - Presenting oral material through reports, drama, and speeches
  - Debating issues
  - Holding discussions on specific topics
  - Sharing ideas, experiences, and feelings
- Students participate in activities which build confidence in speaking such as:
  - Choral reading
  - Readers' theater
  - Dramatic activities
  - Storytelling
- Teachers and other adults model correct and effective listening and speaking skills; support and reinforce students' oral language skills by promoting conversation, discussions, and storytelling; and consistently reward students for using correct oral language.
- Teachers assess the students' oral communication skills throughout the year, giving regular feedback. A variety of assessment methods is used, including teachers' continuous monitoring, discussion of the results of standardized and criterion-referenced tests, interpretation of audience-based rating scales, and use of self-evaluation instruments.
- Students with special language needs, including limited-English-proficient students, students who speak nonstandard English, and exceptionally shy students, learn and develop English through oral language activities. They continue to increase their oral skills as they apply them to the learning of subject area content.

CRITERION FOR ORAL LANGUAGE

Key ideas	Evidence	Procedures	Issues
Curriculum and its impact: • Clearly defined • Regular implementation in K through grade 6 • Listening and speaking • Application • Increase of reasoning ability • Involvement of all students • Built upon prior experiences	What the nature and scope of the curriculum received by the student is kindergarten through grade six What activities involve listening and speaking skills. How students are growing in their ability to communicate effectively with clarity and fluency. How all students are involved in speaking activities. How students' academic, personal, and social experiences are utilized as a base for oral language experiences.	Observe for evidence of a variety of listening and speaking activities. Observe the discussions and the level of thinking and questioning in lessons. Observe for inclusion of all students at appropriate levels. Observe for use of prior experience/knowledge in activities. Interview students and adults about: • The objective of the oral language curriculum and the full range of oral language activities • The kinds and frequency of listening and speaking activities in the curriculum • Oral language as incorporated into other curricular areas • The materials used to promote and encourage expanded language usage Review relevant documents such as courses of study, student work, and teacher lesson plans.	

Key ideas	Evidence	Procedures	Issues
How the curriculum is implemented: • Modeling • Support and reinforcement • Assessment ongoing and basic	The quality of adult listening and speaking skills--correct language usage, listening and responding appropriately to student language, and promoting effective student communication. The assessment tools used for listening and speaking skills--are they timely and ongoing? Are they used as a basis for instruction?	Observe the verbal interaction between adults and students to see whether adult use of language supports and encourages expanded use of language by the students. Interview students and adults about: • What is the place of listening and speaking skill development in the curriculum? • How do students feel about their language activities? • How do students feel their teachers support their use of language? • What kinds of assessment tools are used and how? Review relevant documents such as teacher lesson plans, courses of study, assessment tools, and student data.	

Key ideas	Evidence	Procedures	Issues
Students with special needs: • Oral language a base for English acquisition • Needs recognized as a base • Increased skills • Dialects or primary language respected	The program received by students with special language needs being based on student needs, and designed to improve English oral language skills	Observe program provided for students with special language needs.	
	The attitude of adults toward students with special language needs	Observe interaction between students and adults to see if students with special needs are encouraged and supported as they increase their language skills.	
	The assessment techniques, initial and ongoing, and the way results are used	Interview students and adults about: • How students' special needs are being accommodated • How curriculum/activities are modified based on special needs	
		Interview speech and language specialist, bilingual and/or ESL specialist, or other resource teachers about how their services are coordinated with the regular program provided for students with special needs.	
		Review relevant documents such as language assessments, individual learning programs (ILPs) and individual education plans (IEPs) as appropriate lesson plans.	

MATHEMATICS

The mathematics criterion focuses on the effect of the mathematics program on the students. It deals with the completeness of the curriculum, the development of essential understandings and problem-solving ability, and the instructional setting for the study of mathematics. In applying this criterion, consider all students participating in all programs offered by the school.

The mathematics curriculum engages students' curiosity and sense of inquiry in well-defined content that includes all strands at all grade levels. Essential understandings are distinguished from those that provide greater depth and breadth, and all boys and girls develop these understandings. Students master the single-digit number facts and, with appropriate use of the calculator, are comfortable with and proficient in numerical computations; they routinely estimate before any calculation and use the most appropriate computational method and tool for each calculation. Lessons and assignments are structured to emphasize student understanding and ability to use mathematics. Students understand the structure and logic of mathematics and use the language of mathematics.

Problem solving is a major part of the mathematics program. Students are regularly involved in formulating problems and in choosing approaches and strategies for solving the problems. All students are taught and understand how to work through the stages of problem solving. They are encouraged to be inventive, guess, and estimate. Their natural fascination with how puzzling problems are solved is encouraged and used to motivate discussions of strategies and tactics. They are frequently asked to explain what they are doing and why and to judge the reasonableness of the answers they generate. Students are challenged with both the real world and abstract problems, including complex situations that require the use of higher-level thinking skills.

Concepts and skills from all strands are interwoven, reinforced, and extended through lessons and assignments so that students experience mathematics as a cumulative subject. New concepts are studied first in terms of students' concrete experiences; manipulatives and other concrete materials are used to enable students to gain direct experience with the underlying principle of each concept. Lessons incorporate and build on skills and concepts previously learned. The instructional setting is varied and provides students with the opportunity for individual work, small-group, cooperative learning activities, and whole-class participation. Student grouping is based on ongoing assessment of student need.

Supplementary services are coordinated with the regular mathematics program to focus on fundamentals as they are presented in the regular program and do not rely on repeating low-level skills from earlier grades. Mathematics is interdisciplinary; students use their mathematical skills in other subject areas in a variety of situations.

- Instruction covers the strands of number, measurement, geometry, patterns and functions, statistics and probability, logic, and algebra in all grade levels.
- Curriculum and instruction focus on students' understanding of fundamental concepts rather than their ability to memorize algorithms or computational procedures.
- Essential understandings are distinguished from those that provide greater depth and breadth.
  - Teachers are clear on the essential understandings and on how the learning of specific concepts and skills depends on these understandings.
  - Instruction is organized to ensure that every student acquires these understandings.
- Patterns and functions, statistics and probability, and geometry are taught each year, with the subject matter gradually increasing in complexity.
- Instruction emphasizes understanding and use of mathematical concepts and promotes the use of the language of mathematics.
- Students add, subtract, multiply, and divide whole numbers, decimals, and fractions with facility and accuracy.
  - Students use estimation to aid in selecting a method for exact calculation and to establish the reasonableness of results.
  - Students use mental arithmetic for all single-digit operations and for simple manipulations such as doubling, halving, and multiplying or dividing by powers of ten.

- Students use the calculator correctly and confidently when mental calculation would be difficult or when pencil-and-paper calculation would be inefficient.

- Students use computer programs, as appropriate, to perform extensive or repetitive calculations, to simulate real situations, and to perform experiments that aid in the understanding of mathematical concepts.

- All students are taught and understand how to work through each stage of problem solving, including problem exploration, formulation, strategy development, solution activity, and interpretation of results. Lessons and assignments are designed to include:
  - Working through the stages over time
  - Formulating several problems from a given description of a situation
  - Representing the same information in different ways, e.g., verbal, graphic, and symbolic
  - Working with more or less information than necessary

- Problem-solving approaches are demonstrated and discussed. Multiple-solution methods are emphasized.

- In working with more complex situations, students:
  - Formulate and model problems.
  - Screen relevant from irrelevant information.
  - Organize information.
  - Make conjectures and test their validity.
  - Analyze patterns and relationships.
  - Use inductive and deductive processes.
  - Identify or evaluate alternative mathematical approaches.
  - Find and test solutions.
  - Interpret results.

- Lessons often begin with imaginative situations likely to engage students' curiosity.
  - Students apply previously learned skills to situations they have not seen before.
  - Students relate concepts to natural situations in and out of school.

- Lessons and assignments interweave the strands and appropriate concepts and skills from previous lessons; new or extended concepts are connected to what students already know.

- Students at all grade levels experience concrete repesentations of new concepts as a foundation for symbolic representations. There is a smooth transition from concrete to abstract.

- Students work in groupings suitable to the content and matched to student needs and strengths; for example: whole-class discussion/exploration, small groups engaged in problem solving, individual work, peer tutoring pairs.

- All students are assessed at the beginning of the school year and regularly throughout the year. Teachers use the results of student assessment to determine the need for reteaching and further practice.

- Teachers introduce, model, and provide guided practice for new concepts before students proceed on their own. Homework includes independent practice of concepts that have been mastered in class. There is daily review of homework concepts.

- Students receiving remedial instruction cover all the core fundamentals of the mathematics program. Remedial work is keyed to regular classroom instruction.

- Computers are a major tool of education. Their value in creating geometric displays, organizing and graphing data, simulating real-life situations, and generating numerical sequences and patterns is recognized. Students are developing their abilities to interact with computer programs in highly individualized ways to explore and experiment with mathematical concepts.

CRITERION FOR MATHEMATICS

Key ideas	Evidence	Procedures	Issues
Curriculum: • Well-defined • All strands • Essential understanding distinguished • All students master essential understanding • Comfortable/proficient • Student understanding • Use of mathematics	The nature and scope of the mathematics curriculum: • Well-defined • Inclusion of all strands • Identification of essential skills and concepts The materials available and used by students The use of math skills in other areas of the curriculum	Observe students as they learn, practice, and apply math concepts and skills; look for mastery of math essentials. Look for evidence of: measurement, geometry, patterns and functions, statistics and probability, logic, and applied math Look for evidence of hands-on materials such as calculators, manipulatives, dimensional figures, graphs, and so on. Interview students and adults about: • What is included in the math curriculum and the kinds of learning activities in which students are engaged Review relevant documents such as courses of study, student work, teacher lesson plans, texts, supplemental texts, continua, and workbooks.	

Key ideas	Evidence	Procedures	Issues
How the curriculum is implemented: • Formulation and solution of problems • Understand stages of problem solving • Use of invention, guessing, estimating • Use of strategies and tactics • Explain what/why • Judge answers • Use of real world and abstract problems • Use of higher level thinking skills	The activities in which students are engaged--beyond paper and pencil and rote learning to use of math The questions and problems posed by teacher and students' responses	Observe students as they work on their math to see how they are using the essential concepts and skills. Listen to direct lessons to see how problem solving processes are addressed. Interview students and adults about: • Student acquisition and application of skills • Range of student activities in problem formulation and solution • Student knowledge of what they are doing and why Review relevant documents such as student work, teacher lesson plans, homework in math, courses of study.	

Key ideas	Evidence	Procedures	Issues
Curriculum and Instruction: • Strands interwoven, reinforced, and extended • Concrete experiences • Build upon knowledge • Varied settings • Regular assessment	Activities in which students are engaged--do they include concrete experiences and build upon previously learned material. How students are assessed and how the assessment is used to plan instruction.	Observe students as they learn; look for all strands interwoven in instructional program. Look for use of concrete experiences and hands-on materials. Observe students in their learning settings to see how the environmental setting is varied and what kinds of grouping practices are used. Interview students and adults about: • How student assessment information is used • How students work together. Do they work in small groups, large groups, and individually at times? Are groups flexible or static? Review relevant documents such as teacher lesson plans, student work, assessment data.	

Key ideas	Evidence	Procedures	Issues
Supplementary Services: • Coordinated supplementary services • Interdisciplinary use of math	How supplemenatry services are coordinated with base program to provide articulated curriculum	Observe instruction of students with special needs. Observe math use in other curricular areas. Interview students and adults about: • What supplementary services are provided for students with special needs and how they are coordinated with the base program • How math is used in other curriculum areas • How much and what kind of homework students have Review relevant documents such as teacher lesson plans, student work, special needs documents.	

SCIENCE

The science criterion focuses on the effect of the science program on the students. It deals with the completeness of the science program, identification of the skills and concepts to be learned, the range and depth of the content, and the instructional methodologies that enable students to acquire the necessary skills and knowledge in science. When applying this criterion, consider all students participating in all programs offered by the school.

Students discover and learn about the natural world by using the methods of science as extensions of their own curiosity and wonder. Students acquire knowledge of the biological and physical sciences from a balanced science curriculum which includes the fundamental concepts, terms, processes, and skills. Building on their understanding of science concepts, students learn about the logic of the scientific method, the techniques of the science laboratory, and the applications of science to the world around us. Students also develop the science process or critical thinking skills of science: observing, comparing, organizing, inferring, relating, and applying.

Instructional methods and the sequential introduction of new experiences in the primary grades lay the foundation for more conceptual content in the intermediate grades. Instructional methods emphasize using scientific techniques as learning techniques; lessons regularly require students to observe and interpret phenomena in natural and laboratory settings. Concepts and theories from readings are applied to observed phenomena. Basic science texts are supplemented by a variety of materials which include laboratory specimens, scientific equipment, and an array of simulations that employ technology. Community resources such as local scientists and engineers, parks and nature trails, and science and natural museums are used to expand the science program.

Basic skills are applied and extended throughout the science program. Students learn how to read scientific writing, create and develop graphs and charts, solve complex problems involving different kinds of data, apply mathematics skills in analyzing data, record observations in an organized fashion, write laboratory and research reports, and explain scientific material orally.

- Students experience science as a regular part of their curriculum.
  - Science instruction is provided on a regular basis. (Students devote at least one-half hour per day, on the average, to learning science.)
  - Science goals and curriculum standards are reinforced throughout the school program (in both academic and extracurricular activities).
  - Students' progress in science is monitored, and feedback is given to students and parents.
- Instructional content focuses on conceptual understanding of the facts, principles, and theories of science as the foundation on which the processes, techniques, and applications of science are based. Teachers cultivate students' concept formation beyond rote facts and vocabulary.
- Students receive instruction in a comprehensive balanced science curriculum which includes:
  - The life, earth, and physical sciences
  - The interdependence of people and the natural environment
  - The historical development of science by persons and cultures of different backgrounds
  - The relationship between science, technology, and society
  - Participatory (hands-on) laboratory techniques
  - Facts about careers in science and technology
- Students observe and conduct experiments to learn scientific processes, including:
  - Observing
  - Comparing
  - Organizing
  - Inferring
  - Relating
  - Applying
- In addition to hands-on experiences, students learn science content from field observations, teacher demonstrations, group experiments, individual science fair projects, and a variety of print and electronic media as a part of their regular instruction.
- Assignments include such activities as:
  - Observing and recording natural phenomena inside and outside the school
  - Pursuing science projects involving teacher guidance and parent involvement

- Teachers lead discussions which challenge students to reason and think about their own ideas and perceptions of nature. Students are encouraged to articulate their own naive theories and test them against the accumulated evidence and knowledge of science.

- Students apply thinking and communications skills in learning science. Examples include:

  - Using computational skills in recording and analyzing data
  - Using graphs and charts to summarize and portray data
  - Reading scientific writing
  - Writing research reports and the results of lab experiments
  - Presenting scientific material orally

- Community resources enrich the science program, including student interactions with scientists, engineers, and technicians. Field trips to science and natural history museums, tide pools, and nature trails are also encouraged.

CRITERION FOR SCIENCE

Key ideas	Evidence	Procedures	Issues
Curriculum: • Balanced science curriculum • Scientific method • Laboratory techniques • Application • Process skills	The implementation of a balanced science curriculum in the school--inclusion of scientific method, laboratory techniques, application and process skills appropriate to grade level Science instruction as a regular part of the curriculum	Observe science lessons and student science projects to determine what is being taught and the degree to which scientific methods are being utilized by students and adults. Interview students and adults about: • What the place of science is in the curriculum • What is included in the science curriculum • How science process skills are taught and used at each grade level • What kinds of laboratory experiences students are having and how frequently such experiences occur • How students and adults feel about science Review relevant documents such as courses of study, teacher lesson plans, student work, texts, supplementary materials, work books, and lab books.	

Key ideas	Evidence	Procedures	Issues
How the curriculum is implemented: • Sequential development from primary to upper grades followed • Scientific methods used • Instruction modeling the scientific method used • Readings applied • Basal texts supplemented • Community resources utilized	The ways students are encouraged to explore the natural world using scientific methods Modeling of scientific methods by adults Use of science texts, other readings, a variety of supplemental hands-on materials, equipment, instructional strategies, and available community resources An articulated curriculum which builds on prior experiences and learning	Observe science lessons to determine degree to which scientific methods are developed sequentially through the grades. Observe science lessons to determine variety of approaches to learning--reading, discussing, experimenting, manipulating, observing, demonstrating, and so on. Interview students and adults about: • How scientific methods are taught and practiced • What hands-on experiences are available for students • What kinds of instructional strategies are used • How students are involved in discovery • How community resources are used Review relevant documents such as courses of study, materials, texts, teacher lesson plans, equipment, schedules of community resources, student work.	

Key ideas	Evidence	Procedures	Issues
Integration of basic skills: • Basic skills applied and extended • Curriculum includes reading, graphs/charts, problem solving, application, recording observations, writing reports, and oral explanations	How basic skills are applied and extended through the activities in which students are engaged	Observe science lessons to determine how the basic skills of reading, writing, oral language, and math are used in science activities. Interview students and adults about: • What activities students are engaged in and what materials are provided. • How students learn the basic principles and apply them in experimental project, discovery, or laboratory settings • How students deliver reports, record observations, solve complex problems, and so on Review relevant documents such as teacher lesson plans and student work, including projects, reports, and courses of study.	

HISTORY-SOCIAL SCIENCE

The history-social science criterion focuses on the effect of the history-social science program, the skills and concepts to be learned, the range and depth of the content, and the way in which the instruction received by the students enables them to acquire the skills and knowledge that make up history-social science. When applying this criterion, consider all students participating in all programs offered by the school.

Students are engaged in and excited about the study of history and social science, which are regular parts of the instructional program at all grade levels. The elementary curriculum prepares students for higher grade level study of the growth of civilization and the development of constitutional democracy. Students develop an understanding and appreciation of democratic ideals, including cooperation, peaceful change, civic responsibility, honesty, respect for others, equality of opportunity, universal education, and respect for law. Students participate in democratic processes within the school setting and are encouraged to apply those principles in the community.

Instructional activities in the lower grades draw from the lives and events of history that interest the young child and introduce the topics of social science as they apply to the experiences of family member, student, friend, teammate, consumer, and citizen.

Activities in higher grades draw from lives of individuals and events which have shaped the history of California and the United States. Attention is given to the growth of indigenous civilizations and the arrival of Europeans, Africans, and Asians and the transplant of their cultures to the Western Hemisphere. Students discuss and apply the topics of social science--tradition, values, power, change, conflict, social control, cooperation, interdependence, and causality.

Instruction emphasizes group discussion and team projects. Students are guided to think and to write critically, using evidence, reasoning, and judgment as they analyze historical, political, and socioeconomic situations. Controversial issues are addressed appropriately for the age level and maturity of the students.

- There is a definite period of time in the school day for instruction in history-social science.
- In the lower grades, students are reading interesting stories about events and individuals that have had an impact on life in America, California, and their community.
- Students in grades 4 through 6 study the history and geography of California, the United States, and the world.
- Teachers help students make hypotheses, generalize, infer, compare and contrast, and write analytically about historical and current events, using research, evidence, reasoning, and judgment. Activities planned for this purpose are frequent, including:
    - Writing reports and essays
    - Researching information
    - Analyzing historical and social situations
    - Discussing and debating issues
    - Doing homework that extends classroom activities
    - Speaking publicly
- Physical and political geography are part of the curriculum. Students recognize and interpret various kinds of charts, graphs, and maps, land and water forms, and current and past political boundaries.
- Teachers use literature, biographies, and documents to motivate and enlighten students. Music and art of the period and the culture being studied are part of the curriculum.
- In higher grades students research and read to acquire a knowledge of the major eras of U.S. history.
- There is an organized current events program where students report, analyze, interpret, and discuss information from a variety of sources, including magazine and newspaper articles, radio and television, audiovisual aids, films, political cartoons, and class speakers.
- Teachers use group discussions to help students understand and relate together historical economic and social events and ideas.
- Students work together in pairs or small groups in developing research projects, reports, dramas, and plays in which knowledge can be interpreted and applied.

CRITERION FOR HISTORY - SOCIAL SCIENCE

Key ideas	Evidence	Procedures	Issues
Curriculum: • Regular instruction • Articulation primary to upper grades • Democratic ideals • Participation in democratic processes • Encouragement to apply principles	There is regular instruction in history and social science at each grade level. The curriculum includes instruction in life in America, California, and the local community; the history of California and the United States. It prepares students for instruction in growth of civilization and development of constitutional democracy. The curriculum received by the student builds upon earlier learnings and experiences. Students participate in the democratic processes and are encouraged to apply those principles in the community.	Observe instruction in social science to assure that the principles of the democratic processes are included. Interview students and adults about: • The scope of the curriculum and the focus of the curriculum at each grade level • The activities in which students are engaged • The learnings about history and democracy • How students participate in the democratic process • The nature of the democratic process Review relevant documents such as teacher lesson plans and student work; especially projects, reports, and courses of study, including goals and objectives.	

Key ideas	Evidence	Procedures	Issues
How the curriculum is implemented: • Lower grades--interests of the child • Higher grades--California, America • Indigenous civilizations • Transplanted cultures	The nature of the curriculum received by the student The inclusion of discussion and application activities in the lessons	Observe social studies lessons and assignments to determine what is being covered in the curriculum and for evidence of use of group projects, discussion, application, critical writing, reasoning, judgment, and other thinking skills Interview students and adults about: • The kinds of activities students are engaged in (kindergarten through grade two; grades three through six) • The manner in which topics of social science are studied and applied • Activities which encourage active participation • Student and adult attitudes toward social science Review relevant documents such as courses of study, teacher lesson plans, student projects, and reports.	

Key ideas	Evidence	Procedures	Issues
Instruction:	Involvement in team projects	Interview students and adults about:	
• Discussion and application of topics of social science • Team projects • Thinking skills • Controversial issues	Inclusion of higher level thinking processes.	• How instruction emphasizes group discussion • What kinds of team projects they are involved in • How they are encouraged to use higher level thinking skills • How controversial issues are handled	
		Observe social studies lessons for discussion and thinking skills.	
		Look for student projects.	
		Review relevant documents such as student work and teacher lesson plans.	

VISUAL AND PERFORMING ARTS

The visual and performing arts criterion focuses on the effect of the visual and performing arts program on students. Completeness of content, identification of skills and concepts to be learned, the range and depth of the content, and the way in which the instruction received by the students enable them to acquire skills and knowledge in the visual and performing arts. When applying this criterion, consider all students participating in all programs offered by the school.

Beginning in kindergarten and continuing through grade six, students engage in art experiences which teach them how to enjoy and value major works of art and how to express themselves through their own art activities, which include both the visual and performing arts. These experiences progress from perception and creative expression toward complex and high level conceptual development as students are able to relate the arts to personal experience. The art experiences, which range from frequent short projects to activities sustained over a long period of time, enable students to develop creative capacities, auditory and interpretive skills, and awareness of movement and sound. Teachers structure time for students to apply creativity and originality in activities that help them develop visual images, communicate ideas, and express individual thoughts and feelings.

Performing arts activities include drama, dance, and music. Activities in drama focus on elements, actions, and characterizations. They provide a vehicle for student expression. Students develop improvisations and plays, view theatrical events, express characterization of simple situations, and convey emotional qualities through speech and formal acting techniques. Students develop their intuition about movement as an expression through dance. Music experiences are continuous throughout the grades and enable the students to develop an appreciation of a wide variety of music. Students are knowledgeable about music.

Students study, understand, and appreciate the visual and performing arts traditions of their own and other cultures. They learn to evaluate the aesthetic, moral, cultural, and historical content of art and to relate these elements to the work of various artists. Students demonstrate knowledge of historical and cultural development through different forms of artistic expression and make cultural and historical connections, including analyzing symbols, myths, metaphors, and style. Fine arts are part of the reading and literature, history, social science, math, science, and language arts curricula.

The principal and staff members support the visual and performing arts program as an integral part of the students' education. Guidance and encouragement from staff result in regular student participation in music, drama, dance, and visual arts programs. They encourage serious and promising students to pursue their demonstrated interest in the visual and performing arts. Students are exposed to examples of high quality art, and practicing artists are brought into the school program on a regular basis. Community resources, including local exhibits and museums, are used to extend learning beyond the classroom. Students' artwork is displayed throughout the school and is used to enhance the overall appearance of the school.

- Time is specifically allocated to instruction in the visual and performing arts.
- Students have early and regular access to diversified art experiences, beginning with creative expression and moving toward more complex and higher level conceptual development.
- Fine arts experiences range from short activities to projects sustained over a long period of time. These experiences include:
  - Art history
  - Art appreciation
  - Production
- During instructional art time, students use a variety of media to:
  - Express their individual ideas, thoughts, and feelings in simple media.
  - Develop visual and tactile perception.
  - Master technical skills of creative expression.
  - Communicate their ideas and feelings through graphic symbols, using balance and contrast.
  - Demonstrate their abilities to apply design elements and principles.

- Students develop dramatic abilities and understandings through improvisation and plays, including:
  - Dramatizing literary selections
  - Viewing theatrical events emphasizing player-audience relationships and audience etiquette
  - Expressing characterization of simple situations
  - Conveying emotional qualities through speech and formal acting techniques
- Dance experiences are provided to students as a significant mode of expression and include:
  - Kinesthetic experience of movement
  - Response to sensory stimuli
  - Motor efficiency and control
- Musical activities include:
  - Learning to use simple musical instruments, including the human voice
  - Singing and/or playing a musical instrument before a group
  - Listening to, interpreting, and critiquing vocal and instrumental music
  - Learning the history and mechanics of music
  - Presenting musical productions
- Visual and performing arts opportunities are integrated into other areas of the curriculum, including reading and literature, history, social science, math, science, and English language arts.
- The principal and staff members perceive fine arts as central to the students' education.
- Serious and promising students are encouraged to pursue their demonstrated interests in the visual and performing arts, including activities that encourage students to:
  - Participate in the instrumental music program and select a musical instrument according to their growth level.
  - Work with artists in residence or other appropriate modes.
  - Utilize community resources, including local arts exhibits that extend artistic learning beyond the classroom.
- Student artwork appears throughout the school and is used to enhance the overall appearance of the school setting.

CRITERION FOR VISUAL AND PERFORMING ARTS

Key ideas	Evidence	Procedures	Issues
Curriculum: • Both visual and performing arts included • Art experiences--perception, creative expression, conceptual development included • Range from short to sustained included • Capabilities of creativity, auditory, interpretive, movement and sound developed • Time to apply allowed • Performing arts--drama, dance, music included • Vehicle for expression allowed	The nature and scope of the curriculum received by the students--art, music, dance, communication, drama The activities which actively engage students in the visual and performing arts The activities which develop creativity and awareness of the visual and performing arts Regular inclusion of the visual and performing arts	Observe visual and performing arts activities to see that students are actively engaged in exploring and applying all of the fine arts--art, drama, dance and music. Observe for a sequential program of skill and concept development. Interview students and adults about: • The nature and scope of the visual and performing arts curriculum • The activities in which students are involved • The materials available • The feelings of adults and students toward fine arts • The knowledge and skills gained by students Review relevant documents such as teacher lesson plans, student work, and courses of study.	

Key ideas	Evidence	Procedures	Issues
How the curriculum is implemented: • Fine arts of own and other cultures • Art evaluation • Relation of theme elements • Historical and cultural development and connections • Coordination with other curricular areas	The curriculum received by the students--culture, history, evaluation, relationships The ways the visual and performing arts are incorporated within other curricular areas	Observe visual and performing arts lessons to determine the kinds of activities in which students are engaged in each area of the arts; how knowledge of the cultural and historical impact of the arts is developed; and how the fine arts are incorporated into other areas of the curriculum. Interview students and adults about: • What they have learned about the visual and performing arts--culture, specific artists, history, appreciation • How they have been involved in art production and how they feel about their products • How fine arts are coordinated with other curricular areas Review relevant documents such as teacher lesson plans, courses of study, and student work.	

Key ideas	Evidence	Procedures	Issues
Impact of the curriculum: • Support for fine arts--guidance and encouragement • Regular participation in music, drama, dance, visual arts • Encouragement of serious students • Exposure to high quality art • Use of community resources • Display of artwork	The ways in which student participation and growth in the visual and performing arts are encouraged The materials and activities included in the curriculum including high quality art, music, and drama The community resources enriching the curriculum The degree to which serious/talented students are encouraged Student work which is displayed	Observe visual and performing arts lessons for adult encouragement of student effort. Observe for all elements of a fine arts curriculum--music, dance, drama, visual arts. Observe for evidence of student art work displayed. Interview students and adults about: • How adults encourage and support students in the fine arts • How curriculum/activities are modified for serious/talented students • How students actively participate • How high quality art is brought to the student and community resources utilized Review relevant documents such as teacher lesson plans, courses of study, student work, available materials, list of community resources used.	

INSTRUCTIONAL PROGRAMS: SCHOOLWIDE EFFECTIVENESS

The schoolwide effectiveness criterion focuses on how conditions at the school combine to enable students to be successful learners. It deals with the school's curriculum, the implementation of the curriculum, the impact of the curriculum on the students, and instructional methodology. In applying this criterion, consider schoolwide activities that support academic growth for all students.

School and district policies and practices reflect an academic focus on student learning and achievement. Students participate in a broad-based curriculum which includes reading and literature, oral and written expression, mathematics, science, history-social science, visual and performing arts, and physical education and health. The goals and objectives of this written curriculum clearly define rigorous content consistent with professional and community standards. The curriculum emphasizes enabling students to apply what they learn.

The selection of instructional materials, the design of lessons and assignments, and the determination of the scope and focus of assessment are coordinated and aligned with the knowledge, skills, and values defined in the goals and objectives of the written curriculum. The sequence of instruction received by the student reflects a progressive shift in emphasis from basic-skills-centered instruction to content- and application-centered instruction. High expectations for what students learn reflect a schoolwide belief that all students can learn.

Student achievement, as determined by a variety of measures, reflects significant increase or is maintained at a high level. The assessment data evidence learning across the curriculum. The content of the assessment is aligned with the curriculum, and instructional practices and procedures are modified on the basis of that assessment. Students are learning content beyond factual knowledge and rote skills, including knowledge of ideas, concepts, and issues, and complex thinking and communication skills such as analysis, interpretation, evaluation, problem solving, and application. Assessment data indicate that students with differing abilities and needs (e.g., students of high ability, disadvantaged, limited-English-proficient (LEP), or handicapped students) are achieving at their highest potential.

Students' interest in the subjects being learned is evident. There is a maximum use of time for instruction, free from interruption, and students are actively engaged in learning activities. Learning time is extended through regular homework, which is integral to the learning task and which challenges students to apply what they have learned. Instruction is teacher-directed, using a variety of teaching strategies and materials matched to both the content to be learned and the needs and strengths of students. Students' daily work is at a level of difficulty which both challenges them to learn and grow and provides experiences of success and competence in learning. Students' exposure to new concepts and skills is initiated through direct instruction from the teacher. There is timely teacher response to student work to verify comprehension, especially during early practice of new skills. Students are coached by the teacher as they practice and apply previously learned material. Teachers encourage and guide students to think and communicate about what they are learning.

- The academic program is the focus of the goals and objectives developed by the principal, staff, and parents at the school.
- Students receive broad-based curriculum, including instruction in reading, writing, oral language, literature, mathematics, science, history, social science, visual and performing arts, physical education, and health. All students have access to this balanced curriculum.
- Instruction and assessment in each subject area are coordinated and aligned with the goals and objectives of the written curriculum. Students' instruction in basic skills and content areas reflects the goals and objectives of the curriculum.
- The goals and objectives of the curriculum are clearly defined and are evident in:
  - Lesson plans and classroom work
  - Selection of instructional materials
  - Student assignments
  - Assessment practices
- Grade-level expectations are established and are put into practice for skills, knowledge, and values to be learned in each area of the curriculum. They reflect high standards and expectations. Grade-level expectations have also been set for homework, the required reading lists by subject area, and the quantity and quality of writing assignments in each subject area.

- The curriculum exhibits rigorous academic content consistent with professional standards exemplified in California state frameworks, county courses of study, curriculum planning handbooks, publications of professional curriculum associations, and the district course of study; and with community standards and expectations.

- There is an emphasis on enabling students to use and apply what they learn, beyond rote drill and practice, as evidenced in:

  - Allocation of class time
  - Quality of in-class assignments and homework
  - Samples of student work
  - Standards of achievement

- Assessment data in the major curriculum areas indicate that student achievement (including upper quartile, middle achieving, lower quartile, LEP, and disadvantaged students) is increasing or being maintained at a high level for:

  - Rote skills and facts
  - Ideas, concepts, and issues
  - Thinking and communication skills, such as formulating and solving problems, analyzing and interpreting information, drawing inferences, evaluating complex situations, thinking critically, expressing thoughts logically in written and oral form, or forming independent judgments

- Assessment is aligned with curriculum and instruction and includes a variety of methods suited to what is being assessed:

  - Work samples, demonstrations, presentations
  - Teacher-made tests
  - Textbook chapter tests/questions
  - Criterion-referenced tests
  - Norm-referenced tests

- Students learn practical study skills as a part of the regular instructional program. They include:

  - Note-taking
  - Outlining
  - Reading for main ideas
  - Following good study habits

- The curriculum at each grade level is articulated with the next higher grade. Articulation between the regular and special program staffs is frequent and regular.

- Classroom time is well managed for maximum concentration on teaching and learning activities. Teachers' interactions with students are frequent and related to the content of the curriculum. Students understand their assignments and have sufficient time to complete them; their progress is regularly monitored; and they receive timely feedback on their work.

- Direct instruction by the teacher is evident at critical points in learning:

  - Presenting new concepts and skills
  - Modeling
  - Guiding early practice of new skills
  - Coaching extended applications
  - Encouraging and guiding students to think and communicate about what they learn

- Assignments are challenging to students and yet within reach so that hard work brings success. Students are proud of what they accomplish, and their academic success is recognized by the principal, their teachers, and their peers.

- A variety of teaching strategies and materials is used. In this way the content to be learned and the needs of the students are matched.

- Teaching methods are geared to the intended level of learning, application, analysis, synthesis, and judgment of the material presented.

- All students are expected to complete every homework assignment. Homework is reviewed and returned in a timely manner.

- Instructional materials, approaches, and pacing are differentiated, as appropriate, for students with different needs and abilities.

CRITERION FOR SCHOOLWIDE EFFECTIVENESS

Key ideas	Evidence	Procedures	Issues
Curriculum: • Academic focus • Broad-based • Goals/objectives • Rigorous content • Standards • Application	The nature and scope of the curriculum received by the student District/school policies relating to academics which are implemented in the school	Interview teachers, students, support staff, parents, administration about: • The nature and scope of the curriculum received by the student • The goals and objectives of the curriculum as perceived by each group • How skills and knowledge are applied Review relevant documents such as: courses of study, teacher lesson plans, district master plan, written goals and objectives, school plan, grade-level expectations, test scores, student work over a period of time. Observe students at work noting level of work (too hard, too easy, stretching) and the amount of application evident.	

Key ideas	Evidence	Procedures	Issues
How the curriculum is implemented: • Coordinated/ aligned • Progressive sequence • High expectations	The relationship of goals and objectives to instructional materials, lessons, assignments The sequence of curriculum over time The assessment procedures and results and their relation to the selection of materials and lessons The relationship of basic skills instruction to application-centered instruction Expectations for student success/failure held by staff.	Interview students and adults: • The selection of materials • The design of lessons • The nature of student assessment • The match between the above procedures and the goals and objectives of the curriculum • Student application of basic skills • Expectations for student achievements reflected by the goals and objectives of the curriculum. Are students meeting these objectives? Review relevant documents such as: courses of study, written goals and objectives, grading policies, assessment procedures and information, written curriculum, and lesson plans. Observe students as they work to see whether there seems to be a match between instruction and assessment, whether curriculum is progressive, whether expectations are high.	

Key ideas	Evidence	Procedures	Issues
Impact of the curriculum on students:			
• High achievement level	Student achievement data over time	Interview students and adults about:	
• Learning across the curriculum • Assessment related to curriculum	Relationship of achievement data to curriculum--staff working to strengthen weaknesses?	• Expectations of students by adults/students • Modification of programs based on achievement data • The inclusion of higher level thinking in daily work	
• Procedures modified based on assessment • Higher level thinking included	The kind of higher level thinking evident in questioning, work assignments, projects, discussion	Review relevant documents such as all types of student achievement data (CAP, CRT, norm-referenced, teacher made, work samples, and so on) in all areas of the curriculum, student work, lesson plans.	
• Students with special needs achieving	The curriculum provided for students with special needs	Observe the levels of questioning used by teachers and students, and students working together on projects.	

Key ideas	Evidence	Procedures	Issues
Effective instruction: • Student interest • Maximum use of time • Active engagement in learning • Regular homework • Teacher directed • Variety of teaching strategies • Challenge • Success • Timely teacher response • Coaching • Teacher encouragement and guidance	Student involvement and interest in work Use of time--learning, practicing, applying Homework policy--kinds of contacts with parents Teacher involvement in teaching/learning process, how students learn new concepts, how the learning process is monitored, how feedback is given--timely and appropriate The variety of instructional techniques and their appropriateness to the learner/learning The level of daily work--too easy, too difficult, stretching; how it varies for the individual; how each child experiences success; and evidence of lack of failure The incorporation of coaching	Observe students in their learning settings noting their involvement in and enthusiasm for learning. Observe the interrelationships of adults and students. Observe the teacher and his or her use of time (instructing, managing, giving feedback, coaching, and so on). Interview students and adults about: • Homework policy and effectiveness • Staff development provided in effective instruction techniques and its effectiveness • Attitude of adults about student learning and challenge • Attitude of students about their school--too easy, too difficult, about right, fun, "a drag"	

Key ideas	Evidence	Procedures	Issues
	A learning environment which is supportive of all students, which encourages students to stretch and grow, and which supports academic excellence	Review relevant documents such as written homework policy, records of homework completed, home-school contacts, staff development evaluations, and student work over a period of time	

SPECIAL NEEDS

The special needs criterion focuses on the extent to which the services provided for students with special needs enable them to be successful learners in the regular program. The criterion applies to limited-English-proficient students, educationally disadvantaged students, those students achieving at a level significantly below their peers, gifted and talented students, and students receiving special education instruction and services.

The information gained through an assessment of the special needs services is added to what the reviewers have learned about the instruction of students as they participate in the regular program. Information about how students are learning and what students are learning in the specific curriculum areas is also included to form a complete picture of the effect of instruction on students with special needs.

The special services the students are receiving support their successful participation in the regular program and each student with special needs is expected to master to the extent of his or her ability the same curriculum provided all students. For the high ability or high achieving student, special services remove ceilings, raise the conceptual level, and extend the breadth and depth of the regular program. The curriculum, materials, and methods used in the regular classroom are appropriate to the special needs and activities of each student whether those needs result from a handicapping condition, a primary language other than English, or achievement levels significantly above or below those of the majority of students. Student work is rigorous and challenging for each student.

Students are experiencing success in learning the skills and concepts of the curriculum commensurate with their highest potential and are feeling positive about themselves as learners. Each adult working with the students is knowledgeable about their needs, capabilities, and learning progress, and expects them to be successful in school. The special services received by students with multiple needs have been prioritized so that the greatest needs are being addressed first. Ongoing communication and collaboration among the classroom teacher(s) and specialist staff members have resulted in an integrated program for each student, allowing him or her to experience a continuity of services. Special services supplement the quality of instruction students would have received from the regular program alone.

- Students with special needs have equal access to the curriculum provided for all students.
  - The total curriculum received by students with special needs is well balanced. It includes fine arts, science, and social studies, in addition to the basic skills of writing, reading, language, and math.
  - As much as possible, special services are provided within the regular classroom setting.
  - When students must be pulled out of class to receive special services, the pull-out sessions are scheduled for times that do not preclude the students' acquisition of the basic skills and knowledge of the curriculum.
  - The use of the primary languages of the limited-English-proficient students allows them to continue learning the basic skills and knowledge of the curriculum at a normal pace while developing fluency in English.
  - Students on individual education plans (IEPs) participate in the regular program to the full extent permitted by their handicap.
- The special services received by each special needs student support his or her participation in the regular program.
  - Special services instruction is coordinated with regular instruction through use of textbooks and other instructional materials, as well as through articulation of the skills and concepts being learned.
  - The curriculum materials and methods of instruction used in each setting are appropriate to the student's needs, abilities, and language proficiencies.
  - Learning activities in each setting build upon and extend the student's current level of knowledge.
  - Special services are provided with minimum disruption to the student's participation in the regular classroom.
- The lessons and assignments received by the students with special needs are as rigorous and challenging for their diagnosed level as those received by all students.

  - The regular classroom teachers and the specialist teachers expect each student to achieve up to his or her highest potential.
  - The lessons and assignments challenge each student to (1) develop the critical thinking skills of inquiring, analyzing, solving problems, and evaluating situations; and (2) exercise creativity.

- Student work shows that students are experiencing success in learning the skills and concepts of the curriculum, and it is evident that they feel successful as learners in each curricular area.

- The regular classroom teachers and those providing special services meet regularly to plan and replan each student's program of instruction.
  - Both initial and ongoing assessment data are shared between the regular classroom teachers and the specialist staff.
  - There are regular opportunities for regular and specialist teachers to meet and share information about the student's progress and to plan instructional and support services for him or her, such as through team teaching or a student study team approach.
  - Regular classroom teachers and specialist staff members freely communicate with each other on an informal as well as a formal basis.
  - Parents are kept fully informed of their child's progress.

CRITERION FOR SPECIAL NEEDS

Key ideas	Evidence	Procedures	Issues
Impact of special services: • Services support success in regular program • Regular program mastered to extent of ability • High ability/achieving student receives extra	The special services provided The students served by those special services The interrelationships between special services and regular program The successful achievement of the special needs student The services provided for high ability/achieving students	Observe students with special needs in special services and the regular classroom to ensure: • Coordination/articulation of special services with the regular program and other special services designed to assure success • High achieving/ability students receive special services/materials/projects which extend/enrich the regular program Interview students and adults about: • The special services provided • The impact of those special services on the student with special needs Review relevant documents in regular program and special needs services such as IEPs, ILPs, teacher lesson plans, records of articulation between regular services, and special assessment records.	

Key ideas	Evidence	Procedures	Issues
Curriculum: • Appropriate to special needs • Rigorous/challenging work • Success • Positive feelings • Adults knowledgeable • High expectations • Prioritized needs	The special services received The students receiving special services The level of work accomplished by special needs students--rigorous, challenging, successful Student/staff attitudes and knowledge Prioritized needs met first	Observe special needs students in special and regular classroom settings to assure that: • The curriculum received is appropriate to the special needs of the student. • The work is rigorous and challenging. • Students experience success. • Relationships between students and adults are supportive. Interview students and adults about: • The special services received • The perceived value of those services • The attitude of students/staff toward special need students • The knowledge of the staff about the student and the program • The expectations of adults being reasonable and success oriented • How needs are prioritized Review relevant regular and special education documents including IEPs, ILPs, teacher lesson plans, student work.	

Key ideas	Evidence	Procedures	Issues
Integration: • Communication/collaboration • Continuity of services • Supplemental	The systems utilized by staff and parents for communication and collaboration The effect of these systems The continuity of services provided The supplemental nature of the services	Observe several students with special needs in more than one setting to assure that: • Those who work with the student collaborate on a regular basis. • Services are coordinated, and there is continuity of learning. • Special needs services are supplemental to the regular program in which the student is placed. Interview regular and special needs teachers and students about: • The special needs services delivered • Coordination/collaboration/communication strategies • Identification procedures • Equal access of special need students to regular program • Involvement of parents • Attitudes Review relevant documents such as IEPs, ILPs, lesson plans, student work, articulation/communication reports.	Special Education is not generally viewed as supplemental. Special Day and RSP programs may become the base program in basic skills as determined by IEP. Check individual IEPs before making decisions about supplanting.

THE LEARNING ENVIRONMENT

The learning environment criterion focuses on how effectively the school and classroom environment support and encourage each student's academic, personal, and social growth. In applying this criterion, consider (1) classroom environment; and (2) school environment. Be sure to include all participating students, including students receiving special services.

The learning environment of the school reflects an academic focus. The principal, staff members, parents, and students perceive school as a place to learn and hold high standards and expectations for student achievement and behavior. They view learning as the most important source of joy and personal significance offered to each child by the school. Staff members are task-oriented and work to maximize the time students are engaged in academically productive activity; classroom interruptions are held to a minimum. Students are motivated and exhibit initiative for learning; they are comfortable approaching their teachers to gain or clarify information. Teachers manage the learning environment so that all students have equal opportunities to learn.

Respect and support among and between students and staff members are evident throughout the school. Students and staff members are proud of and enjoy their school. Together they develop and maintain a safe and orderly environment for learning. Schoolwide rules are reasonable and known by all, and each staff member enforces the rules consistently and equitably. Schoolwide procedures for recognition of and awards for student achievement and citizenship are designed so that each student has the opportunity to be recognized for good citizenship and for significant achievement.

Staff members routinely work together to identify and solve day-to-day problems of instruction, student discipline, student schedules, and so forth to achieve schoolwide goals and objectives. The morale of staff members is high and is maintained through established procedures for recognizing individual strengths and special contributions to the students and the school community.

Home-school communication is well established and ongoing. Parents are kept informed of their child's progress in school, and input from the parents is sought on a regular basis. Resources of the community are used to enhance the learning environment of the school.

- It is evident throughout the school that the primary business of the school is learning.
  - Students and staff show enthusiasm for learning and pride in the environmental conditions which encourage learning.
  - Students are punctual and eagerly settle into work at the beginning of each instructional period, working through each assignment.
  - Teachers are learning-oriented; they begin on time and maintain student involvement throughout the lesson.
  - Announcements do not interrupt instruction.
  - Classroom disruptions resulting from pulling students out for special services are minimal.
  - Teachers manage instruction so that each student receives an equal share of teaching time, attention, and learning material.
- Standards and expectations for student achievement and behavior are widely known.
  - Students, parents, and staff members are all involved in setting standards for behavior.
  - Students and staff members alike believe that the school rules are reasonable and are consistently and equitably enforced.
  - Students are taught the school and classroom rules and are held accountable for maintaining them throughout the school year.
  - Students perceive school as a safe place to be and feel that their teachers, the principal, and other instructional and support staff support them as learners.
- The cleanliness and appearance of the classrooms, halls, restrooms and school grounds and the enthusiasm of the students and staff members attest to the pride the students and staff members feel in their school.

- Students and staff members receive recognition for good work.
    - Students are recognized for their citizenship and for academic achievements in assemblies, by classroom or grade level; through special recognition by the principal; through award notices sent to parents; and so forth.
    - Teachers and other instructional staff members receive recognition that acknowledges excellence in teaching, curricular knowledge, special abilities to work with other staff members and with students, and willingness to contribute additional time to student activities.
- Staff members work cooperatively in developing and carrying out schoolwide policies. They respect each other as professionals and recognize one another's individual strengths.
- Parents are kept informed of the progress of their children on an ongoing basis, as well as school goals, school rules and student responsibilities, homework policies, and special activities of the school. This is done through newsletters, teacher and principal communiques, conferences, and so forth.
- Parents have regular opportunities to share their expectations regarding the school program, including participation at school site council and other council meetings.
- Resources of the community, such as parks, businesses, libraries and museums, community groups, and local governmental agencies, support the school and are used to enhance the learning environment of the school.

CRITERION FOR THE LEARNING ENVIRONMENT

Key ideas	Evidence	Procedures	Issues
Academic focus: • School as a place to learn • High standards and expectations • Learning a source of joy/personal significance • Task-oriented • Time-on-task • Minimum interruptions • Student motivation • Initiative for learning • Students able to approach teachers • Opportunity to learn available to all students	The nature of the learning environment for all students Level of standards and expectations Staff commitment Maximum use of time for learning Level of student initiative Working relationships--students/staff	Observe students and staff throughout the school and school day to ascertain the climate of the school: • Businesslike • A place to learn • Students are punctual and settle in to work • The learning is well managed • Good working relationships • Friendly and supportive Interview students and staff about: • Their attitude toward their school • The place of academic success • Expectations held by staff of students and of students of themselves • The environment as conducive and supportive to learning • Their opinion as to whether everyone has an equal chance to succeed Review relevant documents such as school discipline policy, standardized test scores over time, written standards and expectations and/or goals and objectives, tardies, absences.	Reviewer biases for/against: • Open school • Structured classrooms • High/low noise level • Old, cheerless buildings • Too messy/too neat It is critical to discover what is happening to the learning of the students despite or because of the physical environment or teaching styles. The setting should be secondary to the effect of the instruction. Appearances can be deceiving.

Key ideas	Evidence	Procedures	Issues
Climate: • Respect and rapport • Pride • Safe and orderly environment • Rules known and enforced • Recognition policy school-wide--each student has opportunity	The feeling tone of the school's students and staff The way students and adults feel about their school The behavior of students throughout the school The way people treat each other--adults and students The policy and procedures for recognition of student citizenship and/or achievement	Observe the climate of the school to determine its comfort level. Observe for cleanliness and neatness. Observe the behavior of students and adults. Look for evidence of rewards and awards. Observe the feeling tone of the school. Interview students and staff about: • Their feelings toward each other • Discipline policy--is it fair? Is it known and enforced? Who developed it? • The chance of each student interviewed getting an award. Have they received an award? • Are awards given in many areas, including fine arts, P.E., science? Review relevant documents such as lists of those receiving recognition, discipline policy, tardy and absenteeism records over time.	

Key ideas	Evidence	Procedures	Issues
Working relationships: • Staff works together in problem solving • Schoolwide goals/objectives • High morale • Established procedures for staff recognition	The working relationships between staff, parents, administration, and students The goals and objectives stated in the school plan and elsewhere The morale of staff Staff recognition procedures	Observe the way staff interact--use the opportunities of interview sessions, lunch, recess, and before school gatherings. Observe the feeling tone of the school's staff and students--high morale, acceptance, support. Interview staff and students about: • What the strengths of the school are • How problems are solved • Where the school wants to be • Whether they enjoy coming to school every day • How staff feels they are perceived by peers, administration, parents, students • How staff strengths are recognized Review relevant documents such as the school plan and other statements of goals, staff absenteeism and turnover, records of staff recognition.	

Key ideas	Evidence	Procedures	Issues
Community: • Established and ongoing home-school communication • Informed parents • Parent input sought • Community resources used	The methods of communicating from school to home and from home to school The level of parental knowledge about their child's progress, programs at the school, homework policies, school rules, and so on The community resources used to support the school	Observe involvement of parents and community in the schools. Interview students, parents, and staff about: • The kinds of communication between home and school • The level of awareness parents have of the school and how that knowledge was gained • The efforts of the school to involve parents • How parental input was requested and used • The ways parent conferencing is/is not used as a method of communication • Homework policy Review relevant documents such as newsletters, special letters or communications, parental meetings including PTA and council/committee meetings.	

STAFF DEVELOPMENT

The staff development criterion focuses on how effective staff development activities have been in increasing the skills and knowledge needed by adults in the school to implement an effective instructional program. In applying this criterion, consider the effect of staff development on the instructional program, including services for students with special needs and abilities.

Staff development activities are planned, carried out, and evaluated for the purpose of improving the job-related knowledge and skills of principals, teachers, instructional aides, classroom volunteers, and other student support personnel, including parents who regularly interact with students at all grade levels. By increasing awareness and refining skills and by changing attitudes and behaviors, these activities are enabling staff members to deliver curriculum and instruction which is rigorous, challenging, and responsive to student needs.

The content of the staff development program clearly reflects established school goals for curriculum, instruction, assessment, and student achievement. A careful assessment of participants' strengths, competencies, interests, and needs as they relate to the school's goals is used in determining content. Staff members understand the goals and objectives of the school's planned program, their individual responsibilities for implementing the program, and how what they do fits with what others do. Each adult learns whatever is necessary to carry out effectively his or her part of the program, and staff members utilize information and techniques acquired through staff development activities in their day-to-day instruction.

The staff development program includes effective teaching methods and techniques. Instructional strategies include modeling, coaching, and other follow-up support in the classroom and are directly related to staff needs. Adult interaction at the school sustains high interest in professional growth and improvement. There is an obvious commitment to continued participation in staff development activities. The staff development program is actively supported by the administration through participation and commitment of time and resources.

- The content of the staff development program clearly reflects established school goals for curriculum, instruction, assessment, and student achievement.
    - The staff development program is school-based and addresses both individual and schoolwide goals.
    - An assessment of student progress in relation to the identified curriculum is used to determine any areas of instruction requiring either individual or whole-staff instruction and support.
    - An assessment of the participants' strengths, competencies, interests, and needs is used to determine the content of the staff development program.
- The staff development program is designed to improve the job-related skills and knowledge of all personnel who work with students at the school.
- The staff development activities help staff members refine existing skills as well as learn new skills, develop attitudes and behaviors that are more effective in the classroom setting, and gain knowledge necessary for effective implementation of the curriculum.
- It is evident through classroom observation and from talking with staff members that they are using information and techniques which they learned through staff development activities.
- Staff members understand the goals and objectives of the planned program, their responsibilities in carrying out the program, and the interconnection of those responsibilities with the responsibilities of others in implementing the program.
- Those who conduct the staff development program use effective teaching practices, including:
    - Modeling
    - Guided practice
    - Coaching
    - Peer observation, support, and assistance
- Staff are directly involved in planning staff development activities and conducting an evaluation of them and are committed to continued participation.
- Staff development activities are systematically evaluated, and the evaluation results are used to design or redesign staff development activities.
- The administration actively supports the program through participation, allocation of time for staff development activities, and use of fiscal and personnel resources.

CRITERION FOR STAFF DEVELOPMENT

Key ideas	Evidence	Procedures	Issues
Activities: • Improving skills • Delivering quality instruction	The staff development activities which have been implemented for all personnel	Observe instructional practices to determine whether curriculum and instruction is rigorous, challenging, and responsive to student needs.	
	The processes of planning, implementing, and evaluating staff development	Observe for implementation of the staff development received.	
	The impact of staff development on the curriculum	Interview all personnel about: • What is the nature of staff development delivered to them • How staff development was planned, implemented, and evaluated • How staff feels about their staff development activities and whether they have improved delivery of service to students	
		Review relevant documents such as records of staff development sessions held, attendance, evaluation, and school plan.	

Key ideas

Content:

- Reflects school goals
- Participants assessed
- Assessment used for content
- Staff understands goals/objectives of planned program
- Staff understands responsibilities
- Staff understands interrelationships
- Adult knowledge

Staff uses staff development daily

Evidence

The school goals

The assessment process and its relationship to goals and to the content of the staff development activity

Staff understanding of goals and objectives, individual responsibility, and how each relates to the whole

Staff development activity in the classroom

Procedures

Observe instructional practices to determine level of implementation of staff development.

Interview all personnel about:

- How their needs, strengths, and interests were assessed
- How the assessment was used to design staff development
- What the goals and objectives of the planned program are
- What their responsibilities and those of others are
- What staff development activities are most useful to them as they work with students

Review relevant documents such as records of staff development activities, attendance, evaluation, school plan, and self-assessment.

Issues

Key ideas	Evidence	Procedures	Issues
Effective instruction and commitment:			
• Staff development that has effective teaching methods/techniques • Activities related to staff needs • High interest and commitment • Administrative support	The ways effective teaching methods have been included in staff development--modeling, coaching, and follow-up support The level of interest in and commitment to staff development Administrative support of staff development--commitment of time and resources	Interview all personnel about: • The kinds of teaching methods/techniques used in staff development • How the activities relate to assessed needs • The allocation of time, effort, and resources to staff development • How the administration supports the activities Review relevant documents such as records of staff development, school plan, and future plans for staff development.	

LEADERSHIP

The leadership criterion focuses on the extent to which schoolwide leadership is used to promote and support the instructional program for all students. In applying this criterion, consider all avenues of leadership within the school setting, including those vested in the principal, assistant principal, program coordinators, resource teachers, grade level chairpersons, and teachers in a leadership role on committees and special assignments.

School leaders, who include the principal, assistant principal, program coordinators, resource teachers, grade level chairpersons, and teachers in a leadership role on committees and special assignments, are knowledgeable about the curriculum and instructional practices. Leadership supports and encourages staff members' efforts to improve instruction.

There is a strong academic orientation throughout the school program based on clear expectations for learning and behavior from school leaders. The local governing board, the superintendent, and the principal support this common purpose through policies, personnel practices, and allocation of resources. School leaders clarify and promote school goals and high expectations for achievement.

Teachers regularly receive timely and meaningful feedback based on classroom observation, student performance, and discussion. Staff differences in skill, styles, and personal values are considered in making assignments; these differences are considered in justly allocating human resources to students.

Leadership and responsibility are shared among staff members; adults model the leadership and cooperation they expect from students; staff members participate in many decisions; delegated leadership is respected.

School leaders promote and support improvements in the school program consistent with school and district goals. Time is allocated to a regular process of analyzing and evaluating data about student performance and motivation, staff performance and morale, and instructional program implementation. Based on discussion and understanding of what causes the results evident in these data, plans for improvement are made and implemented. There is broad-based participation in and commitment to this well-organized and well-managed improvement process. Curriculum and staff development resources are allocated in support of the planned improvements. Leadership encourages and supports the use of outside practitioners and experts in the curriculum areas being improved. District and state curriculum guides and materials and standards from curriculum and other professional associations are available and utilized in planning.

School leaders focus the motivation and talents of staff members on improving and sustaining excellence in the educational program of the school. Staff and student morale is high, as evidenced by good attendance and enthusiasm for school as a place to learn. School leaders work harmoniously with the community, and parents are active supporters of the school program.

- Goals, standards, and expectations have been stated by school and school district leaders for student achievement and behavior. These statements are central to planning and implementation at all levels and are well known throughout the school.
- Staff members expect all students to achieve these standards, and all adults feel responsible for the achievement and behavior of all students.
- The content of curriculum and the sequence and materials of instruction are coordinated throughout the grade levels in each curricular area.
- Schoolwide procedures for placement and promotion of students are established and consistently used.
- School leaders protect instruction from interruption by stressing discipline and supporting teachers in discipline matters, by keeping public places (halls, grounds) quiet, and by minimizing classroom interruptions from the intercom, bells, and/or visitors.
- Criteria, procedures, and practices for personnel evaluation at all levels demonstrate the importance of learning as the focus of the school district.
- Instructional supervisors give timely feedback and coaching to teachers based on classroom observations, student performance, and discussion. Observation with feedback includes but is not limited to:
  - Implementation of curricular goals and objectives

- Maximum use of time for instruction
- Interaction with students
- Lessons' design and presentation
- Development of thinking and communication skills
- Opportunities to express creativity
- Relationship of the strengths and weaknesses of various teaching methods to the content and learning goal

- Adults model good leadership and cooperation.

- The school board, superintendent, and principal support the fair and consistent application of school rules and the recognition of positive learning behavior.

- Leaders organize, manage, and support an ongoing improvement process which has broad-based staff and parent commitment with participation. This process includes:

  - Evaluation of student and staff performance
  - Evaluation of the curriculum and its implementation
  - Analysis of symptoms and determination of causes
  - Plans for action
  - Strategies for implementation

- Assistance and leadership from outside the district are utilized, including materials, training, guides, and standards, from:

  - Curriculum associations
  - Professional organizations
  - Offices of county superintendents of schools and the State Department of Education
  - Institutions of higher education
  - Teacher education and computer centers, Special Education Regional Network, and other regional training centers

- Leaders allocate resources--material and human--into instruction and the improvement of instruction.

- Leaders participate in regularly scheduled professional development which emphasizes curriculum and instructional practices.

CRITERION FOR LEADERSHIP

Key ideas	Evidence	Procedures	Issues
• School leaders are knowledgeable. • Leadership encourages/ supports staff.	The personnel who make up the leadership group The extext of their knowledge The ways in which leadership supports and encourages staff to improve instruction	Interview students and adults about: • Who serves in leadership roles and when? • How knowledgeable they are about the curriculum and instruction • How the leadership supports and encourages improvement Review relevant documents such as committee minutes, curriculum guides/courses of study, procedures for policies placement, staff in-service training.	

Key ideas	Evidence	Procedures	Issues
Expectations • Academic orientation • Clear expectations • Administrative/ central office support • Schoolwide goals and objectives clear/known • High standards and expectations	The level of academic expectations throughout the school The ways central office and school administration support school purpose The goals and objectives of the school and awareness of them The level of standards and expectations	Observe instructional settings to assess the level of motivation students have for academic learning. Interview students and adults about: • What they think about the rigor of the academic program • Whether they expect to succeed • Whether work is too hard, too easy, a bit challenging • What students think adults expect from them • What the goals/objectives are Review relevant documents such as school plan, district master plan, student assessment/ achievement data, and student work.	

Key ideas	Evidence	Procedures	Issues
Supervision: • Regular • Timely and meaningful feedback • Individual differences addressed	How the system for staff supervision/evaluation operates How assignments are made and human resources allocated	Observe staff and parents to see whether assignments seem to be made on the basis of staff skills and differences. Interview leadership and other staff and parents about: • How supervision of instruction is carried out and by whom • How feedback is given and received • What impact the supervision has made on the instructional methodology of the staff • How individual differences, strengths, and needs of staff are taken into consideration Review relevant documents such as leadership/staff in-service training on effective supervision, and staff assignments.	

Key ideas	Evidence	Procedures	Issues
Delegated leadership: • Leadership shared • Adults as role models • Shared decision making • Respect for delegated leadership	How leadership is shared and how those decisions were made How the adults at the school model the leadership and cooperation they expect from students How all staff is involved in the decision-making process How all adults respond to and support delegated leadership	Interview all staff and volunteers about: • What individual leadership responsibilities are and how these were delegated • How adults feel about the effectiveness of the shared decision making and leadership • What decisions are made by whom and why • How decisions are made • How staff view themselves as role models for students Review relevant documents such as committee minutes and job descriptions.	

Key ideas	Evidence	Procedures	Issues
Improvement process: • Support for improvement efforts • Allocation of time • Process for analyzing and evaluating data • Improvement plans made and implemented • Broad-based participation • Resources allocated • Use of outside practitioners • Curriculum guides used	The school improvement process: • Relation to district goals • Administration support • Allocation of time • Use of student data • Planning • Implementation • Wide participation • Allocation of resources • Use of consultants • Use of curriculum guides	Interview staff about: • The nature of the improvement process • The effectiveness of the process • Those involved and the degree of their involvement • Allocation of time • Efficient and effective use of resources • The use of student data in planning and modifying program Review relevant documents such as the school plan, budget expenditures, student data, committee/staff minutes of meetings dealing with the improvement process.	

Key ideas	Evidence	Procedures	Issues
Commitment: • Focus on excellence • High morale • Attendance good • Enthusiasm • Staff works harmoniously with community • Parental support	The place of excellence in the school The interrelationships of staff, administrators, and parents	Observe adults in many settings to gain a feel for the way people feel about and support each other. Interview students and adults about: • How all support each other, including specific recognition systems • How adults and students feel about coming to school • How parents are accepted in the school program • What each individual feels is the major purpose of the school and how each individual supports that purpose Review relevant documents such as attendance, staff turnover, input from/to parents/community.	

PLANNING, IMPLEMENTING, AND EVALUATING THE SCHOOL PROGRAM

The planning, implementation, and evaluation criterion focuses on how effective the planning, implementation, and evaluation procedures used by the staff and parents at the school have been in developing and delivering an effective program for each student. This process involves determining what in the program needs improving and how to make the necessary improvements. In applying this criterion, judge the quality of the improvement process in terms of the effect of planning, implementation, and evaluation activities on the program.

As a result of collaborative planning among staff members, the principal, and parents, there is a common understanding of what students will learn in school, how they will learn it, and how they will be supported as learners. The roles and responsibilities that students, parents, instructional and support staff members, and the principal will play in the learning process are known. The goals and improvement activities of the program are clearly defined and shared by staff members and students throughout the school. The allocation of resources, including time, and the working relationships of everyone at the school are focused on achieving these goals.

The school plan provides a focus for alignment of curriculum, instructional practices, and evaluation. The coordination of the instructional program across grade levels and the coordination between the regular program and special services for students with special needs are maintained through ongoing planning efforts of the teachers, specialist teachers, and the principal. Good communication, coordination, and mutual support are evident among all staff members, and they are committed to the implementation of their planned program.

Procedures used for ongoing planning and evaluation are known to all staff members and are routinely used. Modifications to the program are made in response to the observed effects of the curriculum and instructional activities on students. The support activities are directly linked to the instructional program and promote student learning.

- There is a collaborative planning process that involves staff members, the principal, and parents.
    - In School Improvement schools, the school site council serves as the locus for the planning process.
    - In schools serving students with special needs, parents of these students have a voice in the planning and evaluation of these services.
    - There are opportunities for all parents and all staff members to be involved actively in defining schoolwide goals and objectives as participants in the planning process at the school.
    - All parents and staff members have opportunities to evaluate the effectiveness of the planned program and the extent to which the goals and objectives are being attained.
    - Sufficient time is allocated to the planning process.
- There is common understanding throughout the school of what the students will learn, how they will learn it, and how they will be supported as learners.
    - Teachers are in agreement about what students are to learn in each curricular area, and at each grade level.
    - The major instructional strategies that were agreed on during the planning process are being used.
    - Schoolwide policies and practices for homework, discipline, student placement and promotion, and so forth that were agreed on during the planning process are being implemented.
- Each staff member understands the overall intent of the planned program, what his or her individual role and responsibilities are, and how those responsibilities relate to what others are doing or will do.
- All staff members, including those providing services to students with special needs, communicate with one another regularly and work together for program coordination and for mutual support. There is a high level of staff commitment to carrying out the program as planned.
- The procedures (formal and informal) used for planning, ongoing planning, and evaluation are widely known throughout the school. Staff members know:
    - Who is responsible for what
    - What kinds of evaluation data are routinely collected
    - How those data are analyzed, by whom, and how they are used in planning programmatic changes
    - How to use the ongoing planning process to institute programmatic changes

CRITERION FOR PLANNING, IMPLEMENTING, AND EVALUATING THE SCHOOL PROGRAM

Key ideas	Evidence	Procedures	Issues
Common understandings of: • Collaborative planning	The planning process implemented at the school	Interview staff, administration, and parents about the planning process: • How collaborative strategies are implemented and common understandings developed • What the nature is of differing roles and responsibilities and how these were determined • What the school's goals and objectives, standards, and expectations, and adult knowledge of them are • How resources are allocated • What the working relationships are among all adults • What time/effort/commitment allocated to planning process Review relevant documents such as the school plan, staff/committee meeting agendas/minutes, staff assignments, resource/personnel allocations.	
• Common understanding	The shared goals, objectives, and purposes		
• Roles/responsibilities known	The roles and responsibilities of involved adults		
• Goals/objectives defined/shared	The standards and expectations and how they are known to staff and students		
• Allocation of resources and working relationships that are focused on goals	The ways allocation of resources and working relationships are leading the school program toward the common goals		

Key ideas	Evidence	Procedures	Issues
The planned program: • Alignment of curriculum/instruction evaluation • Ongoing planning • Communication, coordination, mutual support	The methods used in program planning The degree to which curriculum is aligned with goals and assessment The assessment process How the program for all students is coordinated How the staff works together to attain a coordinated program The level of communication, coordination, and mutual support The level of staff commitment	Observe adult/adult interaction to assess level of commitment and support. Observe the instructional program to determine the degree of curricular alignment and coordination. Observe the implemented school program to assess its relationship with planned program. Interview all adults about: • How the program was planned • How the classroom activities carry out the planned program • What strategies are implemented to ensure coordination of program for all students • What the working relationships are among staff, parents, and other adults • What level of ownership each adult has of the planned program Review relevant documents such as the school plan and other descriptions of planned program, records of staff/committee meetings, home-school communications, evidence of coordination/articulated program.	

Key ideas	Evidence	Procedures	Issues
Ongoing planning evaluation:			
• Procedures known and routinely used	The procedures of ongoing planning and evaluation	Interview staff about: • What the planning process is • How modifications to program are made. Why? By whom? When? • How effect on students is determined. What assessment tools are used, both formal and informal? • How councils/committees are involved in the process Review relevant documents such as school plan and other descriptions of the planned program, staff/council/committee agendas/minutes, any written systems used in program modification.	
• Modifications reflect effect of program	The implementation of these procedures		
• Support activities linked to program	The ways programs are modified		

This criterion focuses on the effect of the reading program on students. It deals with the completeness of the content, identification of skills and concepts to be learned, the range and depth of the content to be learned, and the aspects of instructional methodology that are unique to reading. In applying this criterion, consider all students participating in all programs offered by the school.

Curriculum

All students are learning to read with understanding, think critically about what they read, and enjoy and respond actively to important literary works. Within the framework of reading for meaning, the focus for reading progresses in stages from skill acquisition to fluency, and finally to reading to learn. Students learn to read in the early grades, steadily increase their fluency through the middle grades, and use their reading in the upper grades as a primary vehicle for learning. Students at all grade levels respond with ideas and opinions which go beyond what is explicit in the text as well as comprehending literal meaning. Further, they investigate, evaluate, and integrate information and ideas with increasing complexity and apply their reading experiences to new contexts. Students use reading to gain knowledge in literature, mathematics, science, social science, and fine arts.

Literature

Literature is a major part of the reading program. Students regularly read and are read important literature, both from required and recommended lists. They discuss what the literature means in both personal and cultural contexts. Frequent discussion and writing address the moral and social issues articulated in the literature. Teachers use literature to extend the students' experiences and to explore common values. Practicing authors are brought into the school to work with students.

Methods and Materials

Students learn to enter and explore the wide world of human experience accessible through reading; they regularly acquire new information and perspective through reading a variety of materials, including literary works, textbooks, newspapers, trade books, and encyclopedias. They read about familiar and interesting topics and relate new information to what they already know about the topic. Students interact with the teacher and one another about what they are reading through discussion and writing. The use of workbooks is kept to a minimum. Students have easy access to a variety of books and periodicals in the classroom and have regularly scheduled periods for self-selected reading during class time. The resources that supplement the regular reading program, including the library, enhance and extend classroom instruction.

Attitude toward Reading

Teachers, the principal, and other adults at the school express enthusiasm for reading. Teachers and students view reading, as well as writing, as purposeful human communication which is essential, desirable, pleasurable, and attainable. All students, including the less able and those who have limited proficiency in the English language, are enthusiastic about the reading program. Teaching strategies and materials are adjusted to accommodate special needs and encourage participation for all students.

- Beginning reading provides for continuous and systematic development of skills within the framework of reading for meaning.
- The focus of the reading curriculum shifts progressively from skills development to reading for fluency and to reading to learn.
- Reading for meaning is emphasized; students develop skills in the four levels of comprehension:
  - Literal: grouping information explicitly stated in the text
  - Interpretive: formulating ideas or opinions that are based upon material read, but not stated, in the text
  - Applicative: connecting or integrating new information, ideas, concepts, values, and feelings with previous experience and knowledge
  - Critical: synthesizing, analyzing, or evaluating the material read
- Students read major literature as an integral part of their regular reading program.
  - Literature selections include poetry, drama, biography, fiction, and nonfiction.
  - Students explore the concepts of a common heritage as transmitted through the use of high quality literature.
  - Students discuss and write about the ideas contained in literature.
  - Students are guided in their reading by a list of suggested titles.
  - Practicing authors work with students learning to write poetry, stories, and other literary forms.
- New vocabulary is regularly introduced in the reading program, and students are familiar with the origin and history of words.

This criterion focuses on the effect of the written language program on students. It is built upon the belief that writing is an effective tool for communication and should be part of the instructional program at all grade levels. The criterion also focuses on the completeness of content, identification of skills and concepts to be learned, range and depth of content, and appropriate instructional methodology accompanying the written language curriculum. In applying this criterion, consider all students in all programs offered by the school.

How Curriculum is Implemented

Writing is valued as an effective tool for communication and is reinforced at all grade levels. The standards and expectations for written language are clearly defined and implemented at all grade levels. Students at all skill levels, including those with limited-English proficiency, are involved daily in writing activities which focus on effective communication. Students' writing fluency is developed through practice in writing for a variety of purposes and audiences on a range of topics in a variety of forms. Students learn and practice all of the stages or steps of writing: prewriting, writing, responding, revising, editing, developing skills with the conventions of writing, evaluating, and post-writing. Students understand and apply the conventions of writing, including grammar, usage, capitalization, punctuation, spelling, paragraphing, and format, to the assignments they complete. Students receive ongoing feedback about their writing, and their own work is used to reinforce the conventions. The writing activities in which the students are engaged help them organize and clarify their thinking and generate and express thoughts logically and clearly. Students use writing in a meaningful way with evident purpose in all areas of the curriculum. Techniques and approaches for teaching writing are varied to match student needs. Writing skills are reinforced, applied, and extended by inclusion in other curriculum areas.

Impact of Curriculum on Students

- There are written standards and expectations for student writing which are known and used by all teachers. Students write every day.
- K-1 students participate in activities which facilitate the transition from communicating through speaking to communicating through writing:
  - Students talk about experiences and their responses are recorded for their later use.
  - Students illustrate what has been written through their art activities.
  - Students' illustrations, along with recorded words, are displayed.
  - Students learn the written symbol system as well as the basic conventions of the English language.
- Students utilize writing skills in their daily work. Teachers respond to what is communicated as well as to the quality of the writing in all content areas.
- Students experience all of the following stages or steps in the writing process:
  - Prewriting activities such as storytelling or dramatic activities by teachers and students, brainstorming, clustering words and ideas, discussing issues and ideas, reading literature, and interviewing
  - Writing activities such as writing for a variety of purposes and audiences; about a variety of topics related to readings (e.g., book reports), experiences (e.g., letters), observations (nature studies), and ideas (essays); and in a variety of forms such as stories, poems, drama, and expository
  - Responding activities such as whole-class and small-group response sessions, using reproduced copies of students' work; creating written responses to each other's writing; comparing different versions of the same piece of writing; consulting with individual students regarding their writing
  - Revising activities such as adding detail, deleting repetition; clarifying voice, point of view, audience; substituting and arranging; and using comments of peers and teachers
  - Editing activities such as using an editing checklist; peer and individual editing; using references or handbooks on usage, grammar, and other conventions of writing; and conferring with teachers

ORAL LANGUAGE

This criterion focuses on the effect of the oral language program on students. Completeness of content, identification of skills and concepts to be learned, the range and depth of the content, and the instructional methodology appropriate to oral language are considered. When applying this criterion, consider all students in all programs offered by the school.

Curriculum and its Impact

The oral language curriculum is clearly defined and is implemented throughout each grade level on a regular basis. Students are learning and applying listening and speaking skills in a range of situations and communication forms, for various purposes and audiences and in a variety of speaking styles. Students are applying critical listening skills; are effectively communicating feelings, experiences, knowledge, and ideas with fluency and clarity; and are increasing their reasoning ability. All students are involved in activities designed to increase their confidence in public speaking. The oral language activities at all grade levels build upon the students' own academic, personal, and social experiences.

Teachers and other adults model correct and effective listening and speaking skills. Teachers support and reinforce students' listening and speaking skills by promoting conversation, discussion, presentations, and critical listening. Assessment of the students' speaking and listening skills is ongoing and is used as a basis for planning of instruction.

How the Curriculum is Implemented

Students with special language needs, including limited-English-proficient students, speakers of nonstandard English, and exceptionally shy students learn English through oral language activities designed to address their specific needs. They continue to increase their oral skills as they apply them to the learning of subject area content. The dialects or primary languages of speakers of nonstandard English and other languages are treated with respect by the staff members and other students as they learn to master standard English.

Special Needs

- Students learn and apply listening and speaking skills in a variety of contexts:
  - Situations--informal, formal, and interpersonal
  - Purposes--informing, learning, persuading, evaluating messages, facilitating social interaction, sharing feelings, using imaginative, creative expression
  - Audiences--classmates, teachers, peers, family, and community
  - Communication forms--conversation, group discussion, interview, drama, public speaking, and oral interpretation
  - Speaking styles
- Students receive systematic instruction in oral language which promotes language creation, comprehension, and utilization. Instructional activities appropriate to the developmental needs and abilities of the students address:
  - Diction
  - Fluency
  - Intonation
  - Vocabulary
  - Syntax
  - Organization
- Students regularly participate in activities to develop their oral language skills, such as:
  - Presenting oral material through reports, drama, speeches
  - Debating issues
  - Holding discussions on specific topics
  - Sharing ideas, experiences, feelings
- Students participate in activities which build confidence in speaking such as:
  - Choral reading
  - Readers' theater
  - Dramatic activities
  - Storytelling
- Teachers and other adults model correct and effective listening and speaking skills; support and reinforce students' oral language skills by promoting conversation, discussions, and storytelling; and consistently reward students for using correct oral language.
- Teachers assess the students' oral communication skills throughout the year, giving regular feedback. A variety of assessment methods is used, including: teachers' continuous monitoring, discussion of the results of standardized and criterion-referenced tests, interpretation of audience-based rating scales, and use of self-evaluation instruments.
- Students with special language needs, including limited-English-proficient students, students who speak nonstandard English, and exceptionally shy students, learn and develop English through oral language activities. They continue to increase their oral skills as they apply them to the learning of subject area content.

The mathematics criterion focuses on the effect of the mathematics program on the students. It deals with the completeness of the curriculum, the development of essential understandings and problem-solving ability, and the instructional setting for the study of mathematics. In applying this criterion, consider all students participating in all programs offered by the school.

Curriculum

The mathematics curriculum engages students' curiosity and sense of inquiry in well-defined content that includes all strands at all grade levels. Essential understandings are distinguished from those that provide greater depth and breadth, and all boys and girls develop these understandings. Students master the single-digit number facts and, with appropriate use of the calculator, are comfortable with and proficient in numerical computations; they routinely estimate before any calculation and use the most appropriate computational method and tool for each calculation. Lessons and assignments are structured to emphasize student understanding and ability to use mathematics. Students understand the structure and logic of mathematics and use the language of mathematics.

How the Curriculum is Implemented

Problem solving is a major part of the mathematics program. Students are regularly involved in formulating problems and in choosing approaches and strategies for solving the problems. All students are taught and understand how to work through the stages of problem solving. They are encouraged to be inventive, guess, and estimate. Their natural fascination with how puzzling problems are solved is encouraged and used to motivate discussions of strategies and tactics. They are frequently asked to explain what they are doing and why and to judge the reasonableness of the answers they generate. Students are challenged with both the real world and abstract problems, including complex situations that require the use of higher-level thinking skills.

Curriculum and Instruction

Concepts and skills from all strands are interwoven, reinforced, and extended through lessons and assignments so that students experience mathematics as a cumulative subject. New concepts are studied first in terms of students' concrete experiences; manipulatives and other concrete materials are used to enable students to gain direct experience with the underlying principle of each concept. Lessons incorporate and build on skills and concepts previously learned. The instructional setting is varied and provides students with the opportunity for individual work, small-group, cooperative learning activities, and whole-class participation. Student grouping is based on ongoing assessment of student need.

Supplementary Services

Supplementary services are coordinated with the regular mathematics program to focus on fundamentals as they are presented in the regular program and do not rely on repeating low-level skills from earlier grades. Mathematics is interdisciplinary; students use their mathematical skills in other subject areas in a variety of situations.

- Instruction covers the strands of number, measurement, geometry, patterns and functions, statistics and probability, logic, and algebra in all grade levels.
- Curriculum and instruction focus on students' understanding of fundamental concepts rather than their ability to memorize algorithms or computational procedures.
- Essential understandings are distinguished from those that provide greater depth and breadth.
  - Teachers are clear on the essential understandings and on how the learning of specific concepts and skills depends on these understandings.
  - Instruction is organized to ensure that every student acquires these understandings.
- Patterns and functions, statistics and probability, and geometry are taught each year, with the subject matter gradually increasing in complexity.
- Instruction emphasizes understanding and use of mathematical concepts and promotes the use of the language of mathematics.
- Students add, subtract, multiply, and divide whole numbers, decimals, and fractions with facility and accuracy.
  - Students use estimation to aid in selecting a method for exact calculation and to establish the reasonableness of results.
  - Students use mental arithmetic for all single-digit operations and for simple manipulations such as doubling, halving, and multiplying or dividing by powers of ten.

SCIENCE

This criterion focuses on the effect of the science program on the students. It deals with the completeness of the science program, identification of the skills and concepts to be learned, the range and depth of the content, and the instructional methodologies that enable students to acquire the necessary skills and knowledge in science. When applying this criterion, consider all students participating in all programs offered by the school.

Curriculum

Students discover and learn about the natural world by using the methods of science as extensions of their own curiosity and wonder. Students acquire biological and physical science knowledge from a balanced science curriculum which offers the fundamental concepts, terms, processes, and skills. Building on their understanding of science concepts, students learn about the logic of the scientific method, the techniques of the science laboratory, and the applications of science to the world around us. Students also develop the science process skills which are the "critical thinking skills" of science: observing, comparing, organizing, inferring, relating, and applying.

How the Curriculum is Implemented

Instructional methods and the sequential introduction of new experiences in the primary grades lay the foundation for more conceptual content in the intermediate grades. Instructional methods emphasize using scientific techniques as learning techniques; lessons regularly require students to observe and interpret phenomena in natural and laboratory settings. Concepts and theories from readings are applied to observed phenomena. Basic science texts are supplemented by a variety of materials which include laboratory specimens, scientific equipment, and an array of simulations that employ technology. Community resources such as local scientists and engineers, parks and nature trails, and science and natural museums expand the science program.

Integration of Basic Skills

Basic skills are applied and extended throughout the science program. Students learn how to read scientific writing, how to create and develop graphs and charts, how to solve complex problems involving different kinds of data, how to apply mathematics skills in analyzing data, how to record observations in an organized fashion, how to write laboratory and research reports, and how to explain scientific material orally.

- Students experience science as a regular part of their curriculum.
  - Science instruction is provided on a regular basis. (Students devote at least one-half hour per day, on the average, to learning science.)
  - Science goals and curriculum standards are reinforced throughout the school program (both academic and extracurricular).
  - Students' progress in science is monitored and feedback is given to students and parents.
- Instructional content focuses on conceptual understanding of the facts, principles, and theories of science as the foundation upon which the processes, techniques, and applications of science are based. Teachers cultivate students' concept formation beyond rote facts and vocabulary.
- Students receive instruction in a comprehensive balanced science curriculum which includes:
  - The life, earth, and physical sciences
  - The interdependence of people and the natural environment
  - The historical development of science by persons and cultures of different backgrounds
  - The relationship between science, technology, and society
  - Participatory (hands-on) laboratory techniques
  - Facts about careers in science and technology
- Students observe and conduct experiments to learn scientific processes, including:
  - Observing
  - Comparing
  - Organizing
  - Inferring
  - Relating
  - Applying
- In addition to hands-on experiences, students learn science content from field observations, teacher demonstrations, group experiments, individual science fair projects, and a variety of print and electronic media as a part of their regular instruction.
- Assignments include such activities as:
  - Observing and recording natural phenomena inside and outside the school
  - Science projects involving teacher guidance and parent involvement

This criterion focuses on the effect of the history-social science program, the skills and concepts to be learned, the range and depth of the content, and the way in which the instruction received by the students enables them to acquire the skills and knowledge that make up history-social science. When applying this criterion, consider all students participating in all programs offered by the school.

Curriculum

Students are engaged in and excited about the study of history and social science, which are a regular part of the instructional program at all grade levels. The elementary curriculum prepares students for higher grade level study of the growth of civilization and the development of constitutional democracy. Students develop an understanding and appreciation of democratic ideals, including cooperation, peaceful change, civic responsibility, honesty, respect for others, equality of opportunity, universal education, and respect for law. Students participate in democratic processes within the school setting and are encouraged to apply those principles in the community.

How the Curriculum is Implemented

Instructional activities in the lower grades draw from the lives and events of history that interest the young child and introduce the topics of social science as they apply to the experiences of family member, student, friend, teammate, consumer, and citizen.

Activities in higher grades draw from lives of individuals and specific events which have shaped the history of California and the United States. Attention is given to the growth of the indigenous civilizations and the arrival of Europeans, Africans, and Asians and the transplant of their cultures to the Western Hemisphere. Students discuss and apply the topics of social science: tradition, values, power, change, conflict, social control, cooperation, interdependence, and causality.

Instruction

Instruction emphasizes group discussion and team projects. Students are guided to think and write critically using evidence, reasoning, and judgment as they analyze historical, political, and socioeconomic situations. Controversial issues are addressed appropriately for the age level and maturity of the students.

- There is a definite period of time in the school day for instruction in history-social science.
- In the lower grades, students are reading interesting stories about events and individuals that have had an impact on life in America, California, and their community.
- Students in grades 4-6 study the history and geography of California, the United States, and the world.
- Teachers guide students to make hypotheses, generalize, infer, compare and contrast, and write analytically about historical and current events using research, evidence, reasoning, and judgment. Activities planned for this purpose are frequent, including:
  - Writing reports and essays
  - Researching information
  - Analyzing historical and social situations
  - Discussing and debating issues
  - Doing homework that extends classroom activities
  - Speaking publicly
- Physical and political geography are part of the curriculum. Students recognize and interpret various kinds of charts, graphs, and maps, land and water forms, and the current and past political boundaries.
- Teachers use literature, biographies, and documents to motivate and enlighten students. Music and art of the period and the culture being studied are part of the curriculum.
- In higher grades, students research and read to acquire a knowledge of the major eras of American history.
- There is an organized current events program where students report, analyze, interpret, and discuss information from a variety of sources, including magazine and newspaper articles, radio and television, audiovisual aids, films, political cartoons, and class speakers.
- Teachers use group discussions to help students understand and relate together historical economic and social events and ideas.
- Students work together in pairs or small groups in developing research projects, reports, dramas, and plays where knowledge can be interpreted and applied.

The arts criterion focuses on the effect of the visual and performing arts program on students. Completeness of content, identification of skills and concepts to be learned, the range and depth of the content, and the way in which the instruction received by the students enable them to acquire skills and knowledge in the visual and performing arts. When applying this criterion, consider all students participating in all programs offered by the school.

Curriculum

Beginning in kindergarten and continuing through grade six, students engage in art experiences which teach them how to enjoy and value major works of art and how to express themselves through their own art activities, which include both the visual and performing arts. These experiences progress from perception and creative expression toward complex and high level conceptual development as students are able to relate the arts to personal experience. The art experiences, which range from frequent short projects to activities sustained over a long period of time, enable students to develop creative capacities, auditory and interpretive skills, and awareness of movement and sound. Teachers structure time for students to apply creativity and originality in activities that help them develop visual images, communicate ideas, and express individual thoughts and feelings.

Performing arts activities include drama, dance, and music. Activities in drama focus on elements, actions, and characterizations. They provide a vehicle for student expression. Students develop improvisations and plays, view theatrical events; express characterization of simple situations, and convey emotional qualities through speech and formal acting techniques. Students develop their intuition about movement as an expression through dance. Music experiences are continuous throughout the grades and enable the students to develop an appreciation of a wide variety of music. Students are knowledgeable about music.

How the Curriculum is Implemented

Students study, understand, and appreciate the visual and performing arts traditions of their own and other cultures. They learn to evaluate the aesthetic, moral, cultural, and historical content of art and to relate these elements to the work of various artists. Students demonstrate knowledge of historical and cultural development through different forms of artistic expression and make cultural and historical connections, including analyzing symbols, myths, metaphors, and style. Fine arts are part of the reading and literature, history, social science, math, science, and language arts curricula.

Impact of the Curriculum

The principal and staff members support the visual and performing arts program as an integral part of the students' education. Guidance and encouragement from staff result in regular student participation in music, drama, dance, and visual arts programs. They encourage serious and promising students to pursue their demonstrated interest in the visual and performing arts. Students are exposed to examples of high quality art, and practicing artists are brought into the school program on a regular basis. Community resources, including local exhibits and museums, are used to extend learning beyond the classroom. Students' artwork is displayed throughout the school and is used to enhance the overall appearance of the school.

- Time is specifically allocated to instruction in the visual and performing arts.
- Students have early and regular access to diversified art experiences, beginning with creative expression and moving toward more complex and higher level conceptual development.
- Fine arts experiences range from short activities to projects sustained over a long period of time. These experiences include:
  - Art history
  - Art appreciation
  - Production
- During instructional art time, students use a variety of media to:
  - Express their individual ideas, thoughts, and feelings in simple media.
  - Develop visual and tactile perception.
  - Master technical skills of creative expression.
  - Communicate their ideas and feelings through graphic symbols, using balance and contrast.
  - Demonstrate their abilities to apply design elements and principles.

This criterion focuses on how conditions at the school combine to enable students to be successful learners. It deals with the school's curriculum, how the curriculum is implemented, the impact of the curriculum on the students, and instructional methodology. In applying this criterion, consider schoolwide activities that support academic growth for all students.

Curriculum

School and district policies and practices reflect an academic focus on student learning and achievement. Students participate in a broad-based curriculum which includes reading and literature, oral and written expression, mathematics, science, history-social science, fine arts, and physical education and health. The goals and objectives of this written curriculum clearly define rigorous content consistent with professional and community standards. The curriculum emphasizes enabling students to apply what they learn.

How the Curriculum is Implemented

The selection of instructional materials, the design of lessons and assignments, and the determination of the scope and focus of assessment are coordinated and aligned with the knowledge, skills, and values defined in the goals and objectives of the written curriculum. The sequence of instruction received by the student reflects a progressive shift in emphasis from basic-skills-centered instruction to content- and application-centered instruction. High expectations for what students learn reflect a schoolwide belief that all students can learn.

Impact of the Curriculum on the Students

Student achievement, by a variety of measures, reflects significant increase or is maintained at a high level. The assessment data evidence learning across the curriculum. The content of the assessment is aligned with the curriculum and instructional practices and procedures are modified based on that assessment. Students are learning content beyond factual knowledge and rote skills, including knowledge of ideas, concepts and issues, and complex thinking and communication skills such as analysis, interpretation, evaluation, problem solving, and application. Assessment data indicate that students with differing abilities and needs (i.e., students of high ability, disadvantaged, LEP, or handicapped students) are achieving at their highest potential.

Effective Instruction

Students' interest in the subjects being learned is evident. There is a maximum use of time for instruction, free from interruption, and students are actively engaged in learning activities. Learning time is extended through regular homework, which is integral to the learning task and which challenges students to apply what they have learned. Instruction is teacher-directed using a variety of teaching strategies and materials matched to both the content to be learned and the needs and strengths of students. Students' daily work is at a level of difficulty which both challenges them to learn and grow and provides experiences of success and competence in learning. Students' exposure to new concepts and skills is initiated through direct instruction from the teacher. There is timely teacher response to student work, especially during early practice of new skills and to verify comprehension. Students are coached by the teacher as they practice and apply previously learned material. Teachers encourage and guide students to think and communicate about what they are learning.

- The academic program is the focus of the goals and objectives developed by the principal, staff, and parents at the school.
- Students receive broad-based curriculum, including instruction in reading, writing, oral language, literature, mathematics, science, history, social science, fine arts, physical education, and health. All students have access to this balanced curriculum.
- Instruction and assessment in each subject area are coordinated and aligned with the goals and objectives of the written curriculum. Students' instruction in basic skills and content areas reflects the goals and objectives of the curriculum.
- The goals and objectives of the curriculum are clearly defined and evident in:
  - Lesson plans and classroom work
  - Instructional materials selection
  - Student assignments
  - Assessment practices
- Grade-level expectations are established and are put into practice for skills, knowledge, and values to be learned in each area of the curriculum. They reflect high standards and expectations. Grade-level expectations have also been set for homework, the required reading lists by subject area, and the quantity and quality of writing assignments in each subject area.

SPECIAL NEEDS

This criterion focuses on the extent to which the services provided for students with special needs enable them to be successful learners in the regular program. The criterion applies to limited-English-proficient students, educationally disadvantaged students, those students achieving at a level significantly below their peers, gifted and talented students, and students receiving special education instruction and services.

The information gained through an assessment of the special needs services is added to what the reviewers have learned about the instruction of students as they participate in the regular program. Information about how students are learning and what students are learning in the specific curriculum areas is also included to form a complete picture of the effect of instruction on students with special needs.

Impact of Special Services

Curriculum

The special services the students are receiving support their successful participation in the regular program and each student with special needs is expected to master to the extent of his or her ability the same curriculum provided all students. For the high ability or high achieving student, special services remove ceilings, raise the conceptual level, and extend the breadth and depth of the regular program. The curriculum, materials, and methods used in the regular classroom are appropriate to the special needs and activities of each student whether those needs result from a handicapping condition, a primary language other than English, or achievement levels significantly above or below those of the majority of students. Student work is rigorous and challenging for each student.

Integration

Students are experiencing success in learning the skills and concepts of the curriculum commensurate with their highest potential and are feeling positive about themselves as learners. Each adult working with the students is knowledgeable about their needs, capabilities, and learning progress and expects them to be successful in school. The special services received by students with multiple needs have been prioritized so that the greatest needs are being addressed first. Ongoing communication and collaboration among the classroom teacher(s) and specialist staff members have resulted in an integrated program for each student, allowing him or her to experience a continuity of services. Special services supplement the quality of instruction students would have received from the regular program alone.

- Students with special needs have equal access to the curriculum provided for all students.
    - The total curriculum received by students with special needs is well balanced. It includes fine arts, science, and social studies, in addition to the basic skills of writing, reading, language, and math.
    - To the extent possible, special services are provided within the regular classroom setting.
    - When students must be pulled out of class to receive special services, the pull-out sessions are scheduled for times that do not preclude the students' acquisition of the basic skills and knowledge of the curriculum.
    - The use of the primary languages of the limited-English-proficient students allows them to continue learning the basic skills and knowledges of the curriculum at a normal pace while developing fluency in English.
    - Students on Individual Education Plans (IEPs) participate in the regular program to the full extent permitted by their handicapping condition.
- The special services received by each special needs student supports his or her participation in the regular program.
    - Special services instruction is coordinated with regular instruction through use of textbooks and other instructional materials, as well as through articulation of the skills and concepts being learned.
    - The curriculum materials and methods of instruction used in each setting are appropriate to the student's needs, abilities, and language proficiencies.
    - Learning activities in each setting build upon and extend the student's current level of knowledge.
    - Special services are provided with minimum disruption to the student's participation in the regular classroom.
- The lessons and assignments received by the students with special needs are as rigorous and challenging for their diagnosed level as those received by all students.

This criterion focuses on how effectively the school and classroom environment support and encourage each student's academic, personal, and social growth. In applying this criterion, consider (1) classroom environment and (2) school environment. Be sure to include all participating students, including students receiving special services.

Academic Focus

The learning environment of the school reflects an academic focus. The principal, staff members, parents, and students all perceive school as a place to learn and hold high standards and expectations for student achievement and behavior. They view learning as the most important source of joy and personal significance offered to each child by the school. Staff members are task-oriented and work to maximize the time students are engaged in academically productive activity; classroom interruptions are held to a minimum. Students are motivated and exhibit initiative for learning; they are comfortable approaching their teachers in order to gain or clarify information. Teachers manage the learning environment so that all students have equal opportunities to learn.

Climate

Respect and support among and between students and staff members are evident throughout the school. Students and staff members are proud of and enjoy their school. Together they develop and maintain a safe and orderly environment for learning. Schoolwide rules are reasonable and known by all, and each staff member enforces the rules consistently and equitably.

Schoolwide procedures for recognition of and awards for student achievement and citizenship are designed so that each student has the opportunity to be recognized for good citizenship and for significant achievement.

Working Relationships

Staff members routinely work together to identify and solve day-to-day problems of instruction, student discipline, student schedules, and so forth in order to achieve schoolwide goals and objectives. The morale of staff members is high and is maintained through established procedures for recognizing individual strengths and special contributions to the students and the school community.

Community

Home-school communication is well established and ongoing. Parents are kept informed of their child's progress in school, and input from the parents is sought on a regular basis. Resources of the community are used to enhance the learning environment of the school.

- It is evident throughout the school that the primary business of the school is learning.
  - Students and staff show enthusiasm for learning and pride in the environmental conditions which encourage learning.
  - Students are punctual and eagerly settle into work at the beginning of each instructional period, working through each assignment.
  - Teachers are learning-oriented; they begin on time and maintain student involvement throughout the lesson.
  - Announcements do not interrupt instruction.
  - Classroom disruptions resulting from pulling students out for special services are minimal.
  - Teachers manage instruction so that each student receives an equal share of teaching time, attention, and learning material.
- Standards and expectations for student achievement and behavior are widely known.
  - Students, parents, and staff members are all involved in setting standards for behavior.
  - Students and staff members alike believe that the school rules are reasonable and are consistently and equitably enforced.
  - Students are taught the school and classroom rules and are held accountable for maintaining them throughout the school year.
  - Students perceive school as a safe place to be and feel that their teachers, the principal, and other instructional and support staff support them as learners.
- The cleanliness and appearance of the classrooms, halls, restrooms and school grounds and the enthusiasm of the students and staff members attest to the pride the students and staff members feel in their school.

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STAFF DEVELOPMENT

This criterion focuses on how effective development activities have been in increasing the skills and knowledge needed by adults in the school to implement an effective instructional program. In applying this criterion, consider the effect of staff development on the instructional program including services for students with special needs and abilities.

Activities

Staff development activities are planned, carried out, and evaluated for the purpose of improving the job-related knowledge and skills of principals, teachers, instructional aides, classroom volunteers, and other student support personnel, including parents who regularly interact with students at all grade levels. By increasing awareness and refining skills and by changing attitudes and behaviors, these activities are enabling staff members to deliver curriculum and instruction which is rigorous, challenging, and responsive to student needs.

Content

The content of the staff development program clearly reflects established school goals for curriculum, instruction, assessment, and student achievement. A careful assessment of participants' strengths, competencies, interests, and needs as they relate to the schools' goals is used in determining content. Staff members understand the goals and objectives of the school's planned program, their individual responsibilities for implementing the program, and how what they do fits with what others do. Each adult learns whatever he or she needs to carry out effectively his or her part of the program, and staff members utilize information and techniques acquired through staff development activities in their day-to-day instruction.

Effective Instruction and Commitment

The staff development program uses effective teaching methods and techniques. Instructional strategies used include modeling, coaching, and other follow-up support in the classroom, and are directly related to staff needs. Adult interaction at the school sustains high interest in professional growth and improvement. There is obvious commitment to continued participation in staff development activities. The staff development program is actively supported by the administration through participation and commitment of time and resources.

- The content of the staff development program clearly reflects established school goals for curriculum, instruction, assessment, and student achievement.
  - The staff development program is school-based and addresses both individual and schoolwide goals.
  - An assessment of student progress in relation to the identified curriculum is used to determine any areas of instruction requiring either individual or whole-staff instruction and support.
  - An assessment of the participants' strengths, competencies, interests, and needs is used to determine the content of the staff development program.
- The staff development program is designed to improve the job-related skills and knowledge of all personnel who work with students at the school.
- The staff development activities help staff members refine existing skills as well as learn new skills, develop attitudes and behaviors that are more effective in the classroom setting, and gain knowledge necessary for effective implementation of the curriculum.
- It is evident through classroom observation and from talking with staff members that they are using information and techniques which they learned through staff development activities.
- Staff members understand the goals and objectives of the planned program, their responsibilities in carrying out the program, and how what they do fits in with what others do in implementing the planned program.
- The staff development program uses effective teaching practices, including:
  - Modeling
  - Guided practice
  - Coaching
  - Peer observation, support, and assistance
- Staff are directly involved in planning staff development activities, and in conducting an evaluation of them, and are committed to continued participation.
- Staff development activities are systematically evaluated and the evaluation results are used to design or redesign staff development activities.
- The administration actively supports the program through participation, allocation of time for staff development activities, and use of fiscal and personnel resources.

LEADERSHIP

This criterion focuses on the extent to which schoolwide leadership is used to promote and support the instructional program for all students. In applying this criterion, consider all avenues of leadership within the school setting, including those vested in the principal, assistant principal, program coordinators, resource teachers, grade level chairpersons, and teachers in a leadership role on committees and special assignments.

Support

School leaders, who include the principal, assistant principal, program coordinators, resource teachers, grade level chairpersons, and teachers in a leadership role on committees and special assignments, are knowledgeable about the curriculum and instructional practices. Leadership supports and encourages staff members' efforts to improve instruction.

Expectations

There is a strong academic orientation throughout the school program based on clear expectations for learning and behavior from school leaders. The local governing board, the superintendent, and the principal support this common purpose through policies, personnel practices, and the allocation of resources. School leaders clarify and promote school goals and high expectations for achievement.

Supervision

Teachers regularly receive timely and meaningful feedback based on classroom observation, student performance, and discussion. Staff differences in skill, styles, and personal values are considered in making assignments; these differences are considered in justly allocating human resources to students.

Delegated Leadership

Leadership and responsibility are shared among staff members; adults model the leadership and cooperation they expect from students; staff members participate in many decisions; delegated leadership is respected.

Improvement Process

School leaders promote and support improvements in the school program consistent with school and district goals. Time is allocated to a regular process of analyzing and evaluating data about student performance and motivation, staff performance and morale, and instructional program implementation. Based on discussion and understanding of what causes the results evident in these data, plans for improvement are made and implemented. There is broad-based participation in and commitment to this well-organized and well-managed improvement process. Curriculum and staff development resources are allocated in support of the planned improvements. Leadership encourages and supports the use of outside practitioners and experts in the curriculum areas being improved. District and state curriculum guides and materials and standards from curriculum and other professional associations are available and utilized in planning.

Commitment

School leaders focus the motivation and talents of staff members on improving and sustaining excellence in the educational program of the school. Staff and student morale is high, as evidenced by good attendance and enthusiasm for school as a place to learn. School leaders work harmoniously with the community, and parents are active supporters of the school program.

- Goals, standards, and expectations have been stated by school and district leaders for student achievement and behavior. These statements are central to planning and implementation at all levels and are well known throughout the school.
- Staff members expect all students to achieve these standards, and all adults feel responsible for the achievement and behavior of all students.
- The content of curriculum and the sequence and materials of instruction are coordinated throughout the grade levels in each curricular area.
- Schoolwide procedures for placement and promotions of students are established and consistently used.

- School leaders protect instruction from interruption by stressing discipline and supporting teachers in discipline matters, by keeping public places (halls, grounds) quiet, and by minimizing classroom interruptions from the intercom, bells, and/or visitors.
- Criteria, procedures, and practices for personnel evaluation at all levels demonstrate the importance of learning as the focus of the school district.
- Instructional supervisors give timely feedback and coaching to teachers based on classroom observations, student performance, and discussion. Observation with feedback includes but is not limited to:
  - Implementation of goals and objectives of the curriculum

PLANNING, IMPLEMENTING, AND EVALUATING THE SCHOOL PROGRAM

This criterion focuses on how effective the planning, implementation, and evaluation procedures used by the staff and parents at the school have been in developing and delivering an effective program for each student. This process involves determining what in the program needs improving and how to make the necessary improvements. In applying this criterion, judge the quality of the improvement process in terms of the effect of planning, implementation, and evaluation activities on the program.

Common Under-standing

As a result of collaborative planning among staff members, the principal, and parents, there is a common understanding of what students will learn in school, how they will learn it, and how they will be supported as learners. The roles and responsibilities that students, parents, instructional and support staff members, and the principal will play in the learning process are known. The goals and improvement activities of the program are clearly defined and shared by staff members and students throughout the school. The allocation of resources, including time, and the working relationships of everyone at the school are focused on achieving these goals.

The Planned Program

The school plan provides a focus for alignment of curriculum, instructional practices, and evaluation. The coordination of the instructional program across grade levels and the coordination between the regular program and special services for students with special needs are maintained through ongoing planning efforts of the teachers, specialist teachers, and the principal. Good communication, coordination, and mutual support are evident among all staff members, and they are committed to the implementation of their planned program.

Ongoing Planning and Evaluation

Procedures used for ongoing planning and evaluation are known to all staff members and are routinely used. Modifications to the program are made in response to the observed effects of the curriculum and instructional activities on students. The support activities are directly linked to the instructional program and promote student learning.

- There is a collaborative planning process that involves staff members, the principal, and parents
  - In School Improvement schools, the school site council serves as the locus for the planning process.
  - In schools serving students with special needs, parents of these students have a voice in the planning and evaluation of these services.
  - There are opportunities for all parents and all staff members to be actively involved in defining schoolwide goals and objectives as participants in the planning process at the school.
  - All parents and staff members have opportunities to evaluate the effectiveness of the planned program and the extent to which the goals and objectives are being attained.
  - Sufficient time is allocated to the planning process.
- There is common understanding throughout the school of what the students will learn, how they will learn it, and how they will be supported as learners.
  - Teachers are in agreement about what students are to learn in each curricular area, and in each grade level.
  - The major instructional strategies that were agreed upon during the planning process are being used.
  - Schoolwide policies and practices for homework, discipline, student placement and promotion, and so forth that were agreed upon during the planning process are being implemented.
- Each staff member understands the overall intent of the planned program, what his or her individual role and responsibilities are, and how those responsibilities relate to what others are doing or will do.
- All staff members, including those providing services to students with special needs, communicate with one another regularly and work together for program coordination and for mutual support. There is a high level of staff commitment to carrying out the program as planned.
- The procedures (formal and informal) used for planning, ongoing planning, and evaluation are widely known throughout the school. Staff members know:
  - Who is responsible for what
  - What kinds of evaluation data are routinely collected
  - How those data are analyzed, by whom, and how they are used in planning programmatic changes
  - How to use the ongoing planning process to institute programmatic changes

CONTACTING THE SCHOOL-LEAD REVIEWER
(Approximately a month before the review)

Note: The following information might best be shared during two or three phone calls.

Share the following information with the principal:

- Name, background/experience, and phone numbers of all team members.
- Confirmation of dates of the review
- Resources for the review - Handbook for Conducting an Elementary Program Review and curriculum materials, including the state frameworks, handbooks, and K-8 curriculum guides
- Explanation that the effect of curriculum and instruction on the student is a focus of the review
    - Explain that review team will be utilizing the quality criteria as the standard for program analysis and diagnosis.
    - Ask what two curriculum areas the school has selected for an in-depth review.
    - Explain that the self-study should cover all curricular areas in the Quality Criteria, although the review will focus on the two selected areas.
    - Recommend that the quality criteria for the two curriculum areas and the frameworks, handbooks, K-8 curriculum guides, and curriculum materials prepared by the district be used by key planners and others in conducting the self-study and preparing for the review.
    - Explain that the school's self-study and the review team will cover all the schoolwide criteria.
    - Ask about the school's curriculum emphasis--the district's/school's statements about the curriculum structure such as: the elements of the particular curriculum, inclusion in the daily program of the classroom (amount of time, emphasis, critical elements), and incorporation of higher level learning activities.
    - Request that any written statements about school policy or these curriculum emphases for the areas to be reviewed be mailed to the team prior to the initial meeting with principal and key planners.
- Explanation that the review includes a collaborative decision-making process for building commendations and suggestions for increasing the effectiveness of the instructional program. The participants involved in this activity are called the key school planners. The group is composed of:
    - A minimum of five individuals selected by the principal and representative of the school community.

  - Should be selected from representative members from the classroom, curriculum or grade-level chairpersons, program coordinators, resource or specialist teachers, or any school staff members who are a significant part of the school planning process.

  - May include district personnel, the SSC chairperson, other committee or PTA chairpersons, or any parents who are knowledgeable about the school's instructional program.

- Significance of the school's self-study in the program review process.

  - Provides school the opportunity to frame some perceptions about what is working well and what are the less effective areas in the instructional program.

  - Provides important source of information for team.

  - Facilitates the ease of the external review.

Request from the principal that the following information be sent to each team member:

- School data summary: number of students, classes, student outcomes, attendance patterns, and related categories; staffing, funding sources, special services.

- Directions to the school

- Copies of the school plan

- Relevant curriculum materials

Agree with the principal on the following:

- The agenda for the Review Preparation Meeting between the team and the principal and key school planners (see section on Review Preparation Meeting)

- Program review schedule (refer to sample schedule)

  - Schedule each event for each day of the review.

  - Schedule group interviews before or after school, when possible and appropriate. Be certain interviews with all groups are scheduled.

Request that the principal have ready the following for the initial meetings:

- Daily schedule--when and what is being taught

- School map, including room numbers and staff names, and location of special programs such as bilingual classes, special education, labs, and so on

- List of staff, including those funded by special programs

- Self-study results (discuss school's self-study process; must be done prior to the review, is required, and is the result of comparing the school's program with the Quality Criteria)

- Appropriate documentation in addition to the School Data Summary, e.g., budget, meeting minutes/agenda, newsletters, and so on. CAUTION: Make it clear that only written material is requested that directly support programs--not paperwork for the sake of paperwork.

Close the conversation with:

- Request for a room that the team may use for interviews and conferences

- Questions from the principal

- Encouragement of staff to become familiar with Quality Criteria and the program review process

- Invitation to have him or her to call you with any questions that may occur, by leaving your phone number

CONTACTING TEAM MEMBERS-LEAD REVIEWER

It will probably be necessary to contact your team members more than once prior to the review--at least after each contact with the principal. When calling team members share information about:

- Your background/experience
- Request for information about each team member's curricular and program strengths.
- Confirm:
  - Name of school to be reviewed
  - Dates and location of review
  - Time and place of first team meeting
  - Time and place of review preparation meeting with principal and key planners prior to review
  - Time commitment each evening during the review for all team members
- Discuss:
  - What information is being sent, i.e., curricular materials, school plan, school data summary
  - Information gained from initial phone call to principal:
    - Curricular areas selected
    - Schedule
    - Time and place for review preparation meeting
  - Preparation for review preparation meeting with principal and key planners:
    - Review of frameworks, handbooks, and curriculum guides for selected curricular areas
    - Review of quality criteria
    - Review of school plan and school data summary
    - Preparation of questions for principal and key planners
- Any questions

PREPARING FOR THE REVIEW-TEAM

Reviewing the School Plan

Preparation for the review requires the review of the curricular materials, the training materials, and school plan. As you read the school plan, you should begin to establish strategies for the review, including how to deal with special services for students, specific questions to be asked in group interviews and interviews of individuals, and information about the curricular areas to be reviewed and their implementation.

- Reading the plan provides information about:
  - Student outcomes, needs, and expectations
  - Planned program activities/strategies in each selected curricular area
  - Procedures for ongoing planning and evaluation
  - How resources are being used (budget)
- Review the information in the plan to determine:
  - The curricular focus and major instructional strategies in each curricular area to be reviewed
  - The number of students receiving special services; the kinds of special services received (e.g., Chapter 1, LEP, Gifted); the nature of the services as described in the plan; and how those services are coordinated with the regular instructional program
  - The special funds received by the school and how those funds are budgeted
  - The kinds of staff development activities planned
  - The roles to be fulfilled in implementing the plan by instructional staff, program coordinator, principal, specialist staff, parents, community members
  - Ongoing planning and evaluation activities

Reviewing the Curricular Materials

The major curricular materials to be reviewed include the School Program Quality Criteria for each curricular area, the State Frameworks, Handbooks, and K-8 Curriculum Guides. All reviewers must be familiar with these curricular materials. In preparing for a review, however, major focus will be on the two curricular areas selected for review. In addition, reviewers will study the descriptions of the curriculum and instructional materials sent to them by the school.

How the curricular materials are used:

- The quality criteria provide the high quality standard against which each curriculum area is compared.
- The Frameworks, Handbooks, K-8 Curriculum Guides, and curriculum papers provide a backdrop of knowledge about what should be included in each curricular area, how it should be taught, and current curricular issues. These materials are used in the process of diagnosing why the program is or is not of the level of quality described in the quality criterion and then in the development of specific suggestions to increase or sustain program quality.
- The school's curricular description is used in conjunction with the curricular components of the school plan to provide the reviewers with an initial understanding of the school's particular curricular emphases and instructional materials and methods and to enable them to begin to contrast that curriculum with what is described in the Framework, Handbooks, curriculum papers, and quality criteria.

Prior to the review preparation meeting and the discussion about curriculum with the principal and key school planners, reviewers should try to answer the following questions:

- What is the balance of subjects taught every student?
- Are there major gaps in the curriculum?
- What kind of balance is there between skills development and content in each curricular area?
- What books are the students reading?
- How are writing and oral presentation incorporated in each curricular area?
- How are the skills of interpretation, inference, critical thinking, problem solving, evaluation, and other higher order skills incorporated into all curricular areas?
- What types of assignments are students given in the content areas?

The answers to these questions (or lack thereof) will help guide the curriculum discussion and the way the review of each curricular area is carried out.

Reviewing the School Data Summary:

The information on the School Data Summary includes student outcomes and program indicators that help reviewers understand the impact of the program over time. The patterns and trends of student achievement, attendance, for example, provide a context for the analysis of the program and for framing suggestions for increasing program effectiveness.

This information supplements and extends the review team's understanding of the student population and their achievement gained through the review of the school plan.

INITIAL TEAM MEETING

Team members should meet prior to the review preparation meeting with the principal and key school planners to discuss the materials they have been receiving, plan the agenda for the review preparation meeting and begin to plan review strategies. The agenda for this meeting should include:

- Discussion of the school plan and the information on the School Data Summary
- Discussion of the relationship of the state curriculum materials to the school's curriculum materials and description
- Identification of any curricular issues to be discussed with the principal and key planners in the review preparation meeting
- Discussion of specific information gathering strategies in relationship to information in the plan and data summary
- Determination of specific review strategies to be used, given the program to be reviewed and the student population being served
- Schedule of the review
- Specific assignments for team members during the review
- Specific assignments for team members during review preparation meeting

THE REVIEW PREPARATION MEETING

The review preparation meeting between the review team members, the principal, and key school planners is held prior to the review. It is usually held the night before but can take place anytime that is convenient for all participants. The purpose of the meeting is to establish a common understanding of what to expect during the review. The agenda is set by the principal and the lead reviewer. The lead reviewer chairs the meeting.

The agenda should include the following topics:

- School Background: The principal briefs the team on the historical and social context of the school. Recent events which have had a significant impact on school life are described.
- Program Review Background: The lead reviewer briefs the school staff on the history and purpose of program review. The basic review methodology is explained and the roles of the team members are clarified.

- Curriculum Discussion: This is the most substantial item on the agenda and usually requires the most time. The discussion should move through three steps:
  - Highlights of the content of the curricular documents, both the local materials and the criteria provided by the State Department of Education
  - Discussion of issues identified by the review team and the school staff
  - Establishment of expectations for the curriculum focus and strategy of the review
- Self-Study: Procedures and results of school's self-study are presented and discussed. The team will use the results of the self-study to direct the focus of their observation, shape questions and issues to be explored during interviews, direct review of various documents and to frame the collaborative efforts of the review.
- School Plan: The school plan is discussed in order to determine how agreements about curriculum instructional methodologies, school goals, and other issues were developed and are expected to be implemented.
- School Data Summary: School planners and the review team discuss their interpretation of the data and information in the summary including past trends and future aspirations. The diagnostic value of the data is discussed with respect to review focus and strategies.
- Agreement on Review Strategy and Focus: In light of discussion to this point, agreement is reached on the basic strategic orientation the team will take, including areas of focus where a more in-depth look is most likely to be productive.
- Schedule of Events: Final scheduling and logistics planning is worked out.

NOTE: If the local point of view in the curriculum area conflicts with that in the Quality Criteria, this conflict should be discussed. Because the criteria were developed in concordance with major state and national curriculum organizations, representatives of local districts, and eminent scholars, actual conflicts should be rare. From this discussion should come a shared understanding of how differing points of view regarding curriculum will be managed during the review.

INITIAL MEETING WITH SCHOOL STAFF MEMBERS

The purpose of this meeting is to give the entire school staff an opportunity to meet the team and to hear how the review is to be conducted.

The agenda should include the following topics:

- Introduction of team members
- Restatement of the purpose of the review, which is to assist schools in improving/renewing programs for students by providing an outside perspective on the effectiveness of their program on their students. The team focuses on giving recognition of what is going well, as well as making some "next step" suggestions for improvement.
- Explanation of how the review will be conducted, describing the collaborative nature of the review:
    - That the team met with the principal and key planners to discuss the school program and frame major review strategies
    - That the team will meet regularly with the principal and key planners
    - That selected suggestions for increasing the effectiveness of their program will be jointly developed into assistance plans by the review team, key planners, and the principal
- Explanation of the curricular focus of the review:
    - While there will be some analysis and feedback on all curricular areas, focus will be on the two curricular areas they selected for review
    - That the curricular quality criteria are the high quality standards against which their curriculum will be compared and areas of potential improvement identified
- Explanation of the process to be used in applying both the curricular and the schoolwide quality criteria:
    - Observation: Focus on all classrooms and other instructional locations in the areas being reviewed, including additional locations necessary to observe the application of skills and knowledge of the selected curriculum areas. Revisit locations as necessary to collect information. Share the fact that in observing each classroom the team will look at students' work and talk to the students about their work. After observing, they will want to talk briefly with the teacher about what they have observed as appropriate.
    - Interviews: There are two kinds of interviews (formal and informal) involving staff, students, and parents.
    - Review documents/records: Review those in use to support the program, including student assessment/achievement data.

- Description of the Report of Findings and Suggestions Meeting:
  - It includes the major quality findings, recognition of specific strengths of the program and suggestions and collaboratively-developed assistance plans for increasing the effectiveness of their program.
  - All staff members, parents, and community members are urged to attend.

ONGOING MEETINGS

Team Meetings

To ensure that the team makes the most effective and efficient use of its time, improves the report of findings, and makes its preparation easier; the team should build into each day opportunities to share, analyze, and synthesize information and check their perceptions. Recommended times in addition to the team meeting at the end of each day are:

- Midway through classroom observation on the first day
- Just prior to each meeting with the principal and key planners
- Any impromptu meetings called by the team leaders to address any important issues or problems that might require a change in review strategies
- Prior to formal interviews

Meetings at the End of Each Day

Because the time to meet during the day is limited by the demand for thorough classroom observations and interviews, the team must plan to meet at the end of each day of review to allow time for discussion of the day's findings and to plan strategies for the completion of the review. During this time the team will: (1) share information; (2) verify information; (3) reach tentative agreement about program quality and areas for suggestion, and (4) identify findings that need resolution. The agenda should include the following items:

- Team members' reports on what they have learned about the program using the quality criteria as a framework for discussion
- Develop a clear understanding of the school's program by checking perceptions about the effect of the program, identifying possible areas of strength, and exploring suggestions (in so doing, the team then identifies where gaps remain in the information needed to complete these judgements).
- Use of the Quality Criteria to identify areas that require more information and plan how to collect it the next day, e.g., who will return to a particular room to check something out or who will ask a particular person certain questions

- Identification and agreement on team responsibilities for the next day

Meetings with Principal and Key Planners

During the review, several times are set aside for informal and/or formal discussions with the school principal and key planners (See sample review schedule). These meetings serve to keep everyone abreast of:

- How the review is proceeding
- Areas in which information is incomplete or missing
- Scheduling problems
- Feedback on what has been learned about the program so far

In addition, the meetings provide an opportunity for the team to receive feedback about how the review is being perceived by the school community and to receive additional information.

TIPS FOR FACILITATING COLLABORATION WITH THE KEY PLANNERS

- From the beginning, let the key planners know that they are the eyes and ears of the process. What they know about their school is important, how they interrelate with both the staff and the team is critical to the review process, and what they hear from the staff or perceive about the way the review is progressing is important.

- Be approachable, open to the sharing of ideas and perceptions.

- Be an active listener.

- Use your skills to sum up what is being said. Your job is to collect information, synthesize it, and "get to the heart" of what is happening and/or what is being said.

- Understand what you are being told--accept the viewpoint of others as their position--but hold your position in a positive manner when the data supports you.

- Assume a nonthreatening manner. You are there to gather information leading to an assessment of program quality and to assist the school in improving the program provided to students. You are not judge and jury--you are not there to penalize--you are not there to threaten. You are truly there to assist them in their improvement efforts.

- Whenever possible, fit your ideas and suggestions into the school's goals and planning. When your best judgment decrees that another direction would be of most benefit to the students, pursue this diligently. Again, our main objective is that children be served to the best of the school's ability.

- Include the key planners as much as possible in all aspects of the process. The team gathers the information using the key planners as a resource. Share whatever and whenever you have enough information to share. If they are involved throughout the process, then the potentially destructive "them and us" can come closer to becoming "we."

- Let them know you have credibility:

  - Experience in education
  - Experience with program review
  - Broad base of expertise on the team
  - External perspective
  - Wider view of how schools function
  - Ownership of the review process and of quality education
  - Lack of bias
  - Ability to gather information in a short period leading to accurate "big picture" of the school

- Include their ideas, visions, and contributions whenever possible.

- Support and model the concept of confidentiality; confidences must be protected.

- Do not evaluate personnel; you are assessing program. Judgments about the skills of individuals is not appropriate.

MANAGING THE REVIEW-LEAD REVIEWER

Considerations mentioned in this section are critical to the organization and management of a successful review and are primarily the responsibility of the lead reviewer.

Assigning Reviewers to Specific Events or Activities

- Assigning members to curricular areas and other tasks by nature of their expertise

- Deciding when team members should stay together
  - First couple of classrooms
  - Group interviews
  - Touching base with key planners

- Deciding when team members should go separate ways
  - Who will do what--using special expertise of team members

Pacing of the Review

- Touching base with team--is information collected by each member compatible or conflicting

- Ensuring there is enough time to do everything

- Not being trapped into "nice to know" events rather than "need to know" activities

- Maintaining and sharpening focus

- Stopping when you have enough information

- Helping school personnel to maintain focus

Balancing Interview with Observation

- Classroom observations--observe instruction and students' learning. Enrich observations by having discussions with students, teachers, aides, parents, and so on.

- Observe first, ask about second, and vice versa, using interview clues for follow-up observations.

- Use each to validate the others.

- Note that some reviewers may be more comfortable observing, inquiring, or reviewing records. It is the lead reviewer's responsibility to help them use the three methods appropriately and in balance.

Managing Conflict

No matter how skilled individual team members are, conflict can arise. The lead reviewer is primarily responsible for resolving these conflicts.

- Within the team
  - Counseling team members who are having some difficulty working together
  - Minimizing conflict when reviewing information
- Between the school and the team - collaborative process should make conflict improbable. Remember:
  - The importance of maintaining an open dialogue between principal, staff, and the team members
  - The importance of early detection of misunderstandings, and upsets
  - Early intervention in case of misunderstanding
  - Who can help resolve the conflict if necessary
    - The local district person
    - The consortium steering committee representative
      - Alertness to the politics of the school and the district and to where choice priority and efforts lie, including the ego involvement of the principal and key school and district staff members
      - That in moments of possible conflict, be diplomatic and supportive, but also be truthful and honest in sharing what the team has learned about the program and its impact on the students
      - That being less than straightforward about program quality short-changes those of most concern--the students.

Developing Consistent Team Behavior

- Guarding against false positive or false negative behavior and/or remarks on the part of team members (or the team as a whole)
- Agreeing upon and following the same techniques and approaches to observing, interviewing, and reviewing records

Reaching Agreement

Another team task lies in reaching agreement about the degree of the match of the program to the criteria, areas of program strength, and suggestions for increasing program effectiveness. If there is not agreement, some strategy is to be used to determine if disagreement is due to insufficient information or differing perceptions within the team.

One approach for agreeing includes:

- Determine whether or not something appears to be a typical activity or integral part of the program; e.g., how many times the same information is encountered?
- Decide if the information is qualitatively different; that is, if it is conflicting or contrary to other information. If it is, the team must decide on the most appropriate quality statement or plan to revisit locations that will provide additional information to resolve the conflict.
- If the information is qualitatively the same, the team has reached the first stage of agreement and should compare that information to the phrase from the criterion that best reflects the information.

NOTE: There may be times when the lead must step in and end the discussion with a decision. Also, without a box on a rating scale to agree upon, disagreement will probably be minimal.

Considerations include:

- Share what you know about the program as clearly and as objectively as possible.
- Avoid arguing for your position. Present objectively what you saw or heard.
- Regard differences of opinion as ways to widen the range of information a group can consider.
- Consider other people's information carefully as you try to extend your common understanding of the program. If necessary, pinpoint specific classrooms or locations where the information was gathered.
- Note that changing your mind to avoid disagreement is not helpful. When you yield to another's position, assure yourself that that position is based on sound information.
- Remember, agreements are reached on the basis of what is known about a program.

Identifying Gaps in What You Know About the Program

The other major task that the team has at this time is identifying what you do not know, determining what needs to be verified, and who will do it. The team will realize that gaps in information and a need for verification exist when there is insufficient information to make a decision or when there is conflicting information.

Cooperation

A responsibility that all team members have is to see that the review is a helpful and positive experience for the school. To do this, team members must do everything they can to share the process of review. Sharing a few thoughts will help facilitate cooperation among team members.

Lead reviewers should:

- Allow for optimum participation by each team member by having them use their individual skills.
- Recognize diverse positions.
- Encourage complete sharing of information so that a common position can be reached.
- Shoulder the burden of discord--seeking a solution while supporting both team and school staff.

Team members, including the lead, should:

- Not assume that he or she is more "right" than someone else
- Support positions with solid information (not opinion)
- Accept that differences in understanding a program are natural and expected and can be resolved with additional or more accurate information
- Avoid arguing

Review management is truly critical to the success of any review. There is never sufficient time. Remember to husband time and energy so the task is accomplished.

SAMPLE PROGRAM REVIEW SCHEDULE
THREE-DAY

(Times will vary throughout, depending on school schedule)

Prior to review	Review Preparation Meeting with principal and key planners Team meeting

Day 1

7:45-8:00	Meeting with principal (last minute details)
8:00-8:15	Informal meeting with staff
8:15-8:30	Team meeting (last minute details)
8:30-11:45	Classroom visits
11:45-12:30	Lunch
12:30-2:15	Classroom visits
2:15-3:00	Council interview
3:00-3:45	Team meets
3:45-4:00	Meeting with principal and key planners
4:00 ------->	Team meeting

Day 2

7:30-8:15	School support staff meeting as needed (District support interview optional)
8:15-8:30	Meeting with principal
8:30-11:00	Classroom visits
11:00-11:30	Aide interview (Parent/community volunteer interview optional)
11:30-11:45	Meeting with principal
11:45-12:30	Lunch
12:30-3:00	Classroom visits
3:00-4:00	Teacher interview
4:00-4:30	Meeting with principal and key planners
4:30 ------->	Team meeting; synthesize findings and identify areas of suggestions

Day 3

7:30-9:30	Team meets to finalize plans for preliminary report
9:30-2:30	Development of the Report of Findings with principal and key planners and collaborative development of assistance plans; working lunch
2:30-3:00	Team meeting
3:00-4:30	Presentation of "Report of Findings and Suggestions" to school community
4:30-5:00	Completion of documents

NOTE: This sample schedule will need to be modified if a longer review is appropriate. Please refer to the guideline on page VI-18.

GUIDELINE FOR DETERMINING NUMBER OF DAYS AND PEOPLE FOR PROGRAM REVIEWS

ELEMENTARY

Classrooms	Number of Days	Number of People
1 - 4	1-1/2 - 2	2
5 - 9	2-1/2	2
10 - 20	3	3
21 - 29	3 - 4	3
30 - 39	4	3
40 or more	4	4

Lead reviewer: Experience has proven the above schedule to be a reliable guide for school reviews. After contacting the principal, you may encounter unique circumstances which would necessitate the addition of another team member or day to facilitate the review process.

GUIDELINES FOR DETERMINING THE SCOPE OF THE REVIEW

ECIA, Chapter 1 and/or EIA/SCE Schools

In schools receiving Chapter 1 and/or SCE funds that are not School Improvement schools, the program reviewed is the total program received by participating students. The total program includes both the regular school program and the special services enabled by Chapter 1 and/or SCE funding. All criteria, both schoolwide and curricular, are applied. Of the curricular criteria, two areas are selected by the school for an in-depth review.

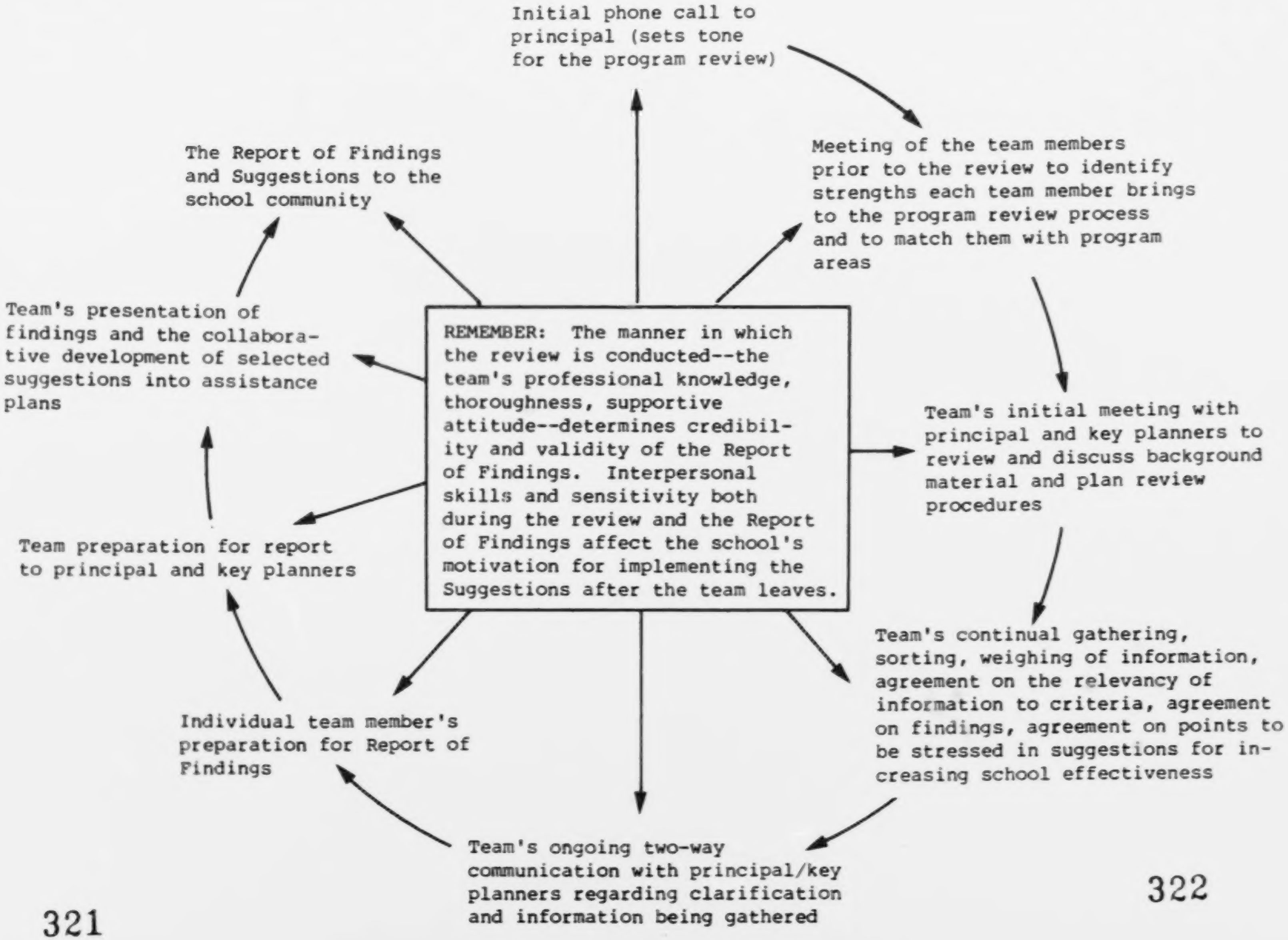
School Improvement Schools

In School Improvement schools, the program reviewed is the program received by all students at the school. If the school is partially funded (e.g., K-3), the program received by all students in the funded grade levels will be reviewed. The unfunded grade levels are viewed only for articulation and continuity of the program. All criteria, both schoolwide and curricular, are applied. Of the curricular criteria, two areas are selected by the school for an in-depth review.

Schools with Special Education Classes

When schools being reviewed have, in addition to their regular classes, one or more special day classes for severely handicapped students, the special day classes are not part of the review, unless (1) the school and/or district requests that they be reviewed and (2) the review team includes a reviewer skilled in providing services of the kind provided in the special day class(es). Students on IEPs in the regular classrooms who are receiving Designated Instruction and Services or who participate in the Resource Specialist Program are included in the review.

EVENTS AND ATTITUDES INFLUENCING THE SUCCESS OF THE REVIEW



REMEMBER: The manner in which the review is conducted--the team's professional knowledge, thoroughness, supportive attitude--determines credibility and validity of the Report of Findings. Interpersonal skills and sensitivity both during the review and the Report of Findings affect the school's motivation for implementing the Suggestions after the team leaves.

Initial phone call to principal (sets tone for the program review)

Meeting of the team members prior to the review to identify strengths each team member brings to the program review process and to match them with program areas

Team's initial meeting with principal and key planners to review and discuss background material and plan review procedures

Team's continual gathering, sorting, weighing of information, agreement on the relevancy of information to criteria, agreement on findings, agreement on points to be stressed in suggestions for increasing school effectiveness

Team's ongoing two-way communication with principal/key planners regarding clarification and information being gathered

Individual team member's preparation for Report of Findings

Team preparation for report to principal and key planners

Team's presentation of findings and the collaborative development of selected suggestions into assistance plans

The Report of Findings and Suggestions to the school community

REPORT OF FINDINGS AND SUGGESTIONS

The Report of Findings and Suggestions is the summative event of the program review. A successful report is a stimulus for continuing program improvement. It not only confirms and extends the knowledge that staff, students, and parents have about their program, it also assists the school in gathering and organizing resources supportive of the school's plan for improvement.

The Development of the Report

The Report of Findings and Suggestions grows out of everything the review team has learned about the program and its impact on the students and others at the school. This knowledge is distilled and synthesized through:

- Ongoing discussion with principal and key planners

  When:

  - As suggested on the Sample Review Schedule or whenever mutually convenient (lunch, before/after school, and so on).

  Purpose:

  - To keep key school planners current with what the team is learning about the program
  - To develop a base for collaboration in selecting and writing suggestions for increasing program effectiveness
  - To receive clarifying or new information
  - To receive feedback about how team is being perceived
  - To share (as review proceeds) team-perceived areas for suggestions for increasing program effectiveness and for recognition of strengths

- Ongoing team conferences during the review in which the team members:

  - Identify areas that require more information, and plan strategies to collect it through observation and interview and discussions with the key school planners.
  - Review the school plan, the self-study, and all documented information gathered during the visit.
  - Synthesize information collected and compare with the key ideas in each Quality Criterion.
  - Identify potential areas for Suggestions for Increasing the Effectiveness of the Instructional Program, recognizing the school's own improvement process.
  - Identify the local and regional assistance resources by curriculum areas so that suggestions may be coupled with an assistance plan.
  - Decide on the order of the presentation of findings to the principal and key school planners, how the discussion is to be guided and by whom, and the responsibility each reviewer will take.

The team reports what they have learned during the review in two phases:

The Development of the Report of Findings with the principal and key planners and the Report of Findings and Suggestions to the entire school community. This two-phase reporting sequence helps ensure that:

- The diagnosis of program quality will be presented in such a way as to encourage improvement efforts at the school.
- The suggestions for increasing the effectiveness of the program are appropriate and are likely to yield positive results.
- The assistance plans will be completed and fully understood by staff and reviewers.
- School planners will become actively involved in the review and improvement procedures so that they may use similar methods when other curricular areas are to be reviewed within the school's own self-review process.

Development of the Report of Findings

When:

- The last day
- Allow sufficient time to share and discuss findings and suggestions, and develop assistance plans

Purpose:

- To share knowledge of program and its impact on students and adults along with suggestions for increasing program effectiveness
- To select, in conjunction with the principal and key planners, the suggestions to be developed into assistance plans
- Develop the selected suggestions into assistance plans
- To plan with the principal and key planners how to present the findings and suggestions to the rest of the school community

Report of Findings and Suggestions

When:

- Afternoon of the last day after classes have finished
- Report usually lasts between one hour to one hour and 30 minutes

Purpose:

- To share what has been learned about the school program with the school community
- To recognize areas of program strength
- To share the suggestions for increasing program effectiveness, including those that have been collaboratively developed into assistance plans
- To recommend resources that might be helpful in implementing the suggestions

This report is both an oral and a written report. The written report includes a summary of the team's findings for each criterion, suggestions and assistance plans for increasing program effectiveness, and recognition of program strengths. The written statements of findings are brief, concise descriptions of the program as compared with the quality criteria.

KEEP IN MIND

- The Report of Findings is an exchange of what is known about a program and how well it is working.
- The findings given are illustrated by examples of what was learned through following students, classroom observations, talking with people, and so forth.
- It must be clear from the findings presented why each suggestion for increasing program effectiveness was selected.
- The report should be delivered in a manner supportive of the school and should hold the interest of the audience. Do not read the entire report.
- The manner in which the Report of Findings and Suggestions is presented is at least as important as the findings themselves. The reviewers must be sensitive to the ownership the audience has of their program as well as being alert to the politics of the school and district.
- The purpose of the review is to provide assistance to the school as they seek to improve the quality of their program.
- The extent to which the principal and/or key planners participate with the team in the Report of Findings depends upon:

  - The degree of collaboration attained during the review
  - The extent to which they concur with the findings and suggestions and shared in the development of the assistance plans
  - Their comfort with the process

SUGGESTIONS FOR INCREASING THE EFFECTIVENESS OF THE INSTRUCTIONAL PROGRAM

The Steps in Developing a Suggestion

The development of suggestions for increasing the effectiveness of the instructional program traces the following steps:

- As team members synthesize the information they have collected through the analysis and diagnosis of each aspect of the program under review, they identify potential areas for increasing program effectiveness by comparing their knowledge of the program and its impact on students and staff with the high quality statements of each criterion.

- Program areas that do not match the high quality description of the criterion are identified as potential suggestion areas.

- The team then selects and frames suggestions for increasing effectiveness in those areas which will have the greatest impact for improving the quality of the program.

- These suggestions are shared with the principal and key school planners during the morning meeting on the final day of review.

- The suggestions selected for further development are those that:

  - Will eliminate or ameliorate those conditions interfering with the implementation of a high quality program
  - Will have the most impact on the program leading to improvement in many areas of the program
  - Have the greatest chance for successful implementation
  - Work in concert with improvement efforts already in place at the school

- Based on the number and nature of the suggestions and the current capabilities of the school's ongoing planning process, the team and the key planners identify which suggestions will be fully developed into assistance plans.

- Finally, the reviewers and the key planners work together to develop the assistance plans for those suggestions which are to be implemented immediately.

KEEP IN MIND

In identifying potential areas for suggestions, consider:

- What will have the greatest impact for improving the program?
- How much time and effort will it take to put the suggestions into operation? How realistic and appropriate is each in light of all potential suggestions?
- Where the school personnel are in their improvement efforts--Is ongoing planning a well established practice or is it just being instituted?
- What personnel have told you about their program--How they value a particular aspect of their program may influence the way a suggestion is offered for increasing its effectiveness.
- The vision of the school as it should be, as held by the principal and the key planners, may be the final determining factor of both the number and the nature of the suggestions.
- Collaboration may not mean consensus. It is the team's responsibility for assuring that the review is supportive and effective on behalf of students. Thus, the team must hold to the areas of improvement which they conclude are most important.

THE ELEMENTS OF A WRITTEN SUGGESTION/ASSISTANCE PLAN

The elements of a suggestion for increasing the effectiveness of the instructional program:

- The evidence--What led the team and key planners to select this particular suggestion:
    - Evidence has been collected by the team and used to identify an area for suggestion and shared with the principal and key planners.
    - The same evidence is shared during the Report of Findings to the school community as the criterion is presented.
    - The evidence which is most pertinent to the suggestion forms a portion of the suggestion.
- The area of improvement--A clear statement as to the focus of the improvement effort.
    - Identify the population addressed.
    - Identify the problem area.
- The suggestion--What the school should do to increase the effectiveness of the program in this area.
    - State in clear language leaving no doubt as to the action recommended.
    - Prescribe to the extent possible based on discussions with principal and key planners.

NOTE: IF THE SUGGESTION HAS BEEN SELECTED TO BE EXPANDED INTO AN ASSISTANCE PLAN, THEN THE FOURTH STEP, THE IMPROVEMENT PROCESS, IS INCLUDED.

- The improvement process--How the school should implement the recommended strategies:
    - To the extent possible, utilize the planning or improvement process which is already in place in the school.
    - Engage the principal and key planners in identifying the specific ways in which change will take place.
    - Be as prescriptive as possible including, for example, who will do what and when.
- Linkage to program strength (optional)--When appropriate, successful activities in another area of the curriculum or successful schoolwide activities can be used as a model for this improvement effort; e.g., "as you have successfully accomplished in establishing schoolwide grading policies."

The example used below illustrates a suggestion for increasing program effectiveness that is about to be developed by the team and the key planners into an assistance plan. In a typical review, it is anticipated that a minimum of two such suggestions will be so developed. In addition, the team will offer suggestions to be implemented later that are not carried collaboratively into an assistance plan.

THE PROCESS FOR DEVELOPING SUGGESTIONS

The process for selecting areas in need of improvement begins as the program of the school starts to unfold during the review. As evidence is collected and matched to the criteria, aspects of the program which are not effectively meeting the standards within the criteria begin to emerge.

> Example: The team meets to share perceptions at noon on the first day. In discussing the mathematics program each team members mentions:
>
> - The uniform use of paper and pencil activities and lack of "hands-on" experiences
> - No evidence of calculators
> - Some small groupings, some total class groups
>
> These potential areas for suggestions in mathematics are noted along with areas from the other criteria.

As the review progresses, these initial observations are validated through further observations and interviews. In the end-of-the-day team meeting, when the day's findings are consolidated, the team tentatively matches evidence to the criteria, examines gaps in evidence and plans for the following day. The team determines what possible areas for suggestions have emerged in each of the criteria.

> Example: Further observations and informal interviews have solidified the initial impressions about math:
>
> - Paper and pencil tasks abound; "hands-on" experiences are lacking in the classroom.
> - In the resource room many manipulatives are available.
> - Lack of math application activities exists throughout.
> - Grouping practices are not effective - some classes total group, some two or three groups, two classes individualized; groupings are random and are not instructionally sound.

During the morning meeting on the second day with the principal and key planners, the team shares its initial impressions of the school program, of areas in which the team feels the program is meeting the standards of the criteria, of areas in which there is lack of evidence, and of possible areas for improving. The key planners suggest ways in which the team can gather more information as well as answering some of the questions of the team.

Example: They agree with the team on the areas for improving in mathematics and share the following insights:

- The staff is using a new mathematics textbook.
- The program coordinator shares that several in-services have been held on manipulatives and there are materials in the Resource Room.
- Teachers state that some of them believe in grouping - others find it very difficult or unnecessary.
- All agree that there is little coordination of curriculum--that math is taught during math, reading during reading, and so on.
- The new math program has lots of exercises for math application--graphing, store (all second grades), measurement, and so on.

During the second day of the review, the team continues to collect evidence, validate prior perceptions, share with principal and key planners, and match evidence to the criteria. At that evening meeting, final decisions are made by the team about areas in which the school is meeting the standards of the criteria, possible suggestions for improving and procedures for the following day. Initial drafts are written for suggestions which the team has decided might be appropriate. They also begin to plan for the meeting with the principal and key planners (sharing of the suggestions) as well as the report of findings (who will do what, what evidence supporting the criteria will be shared and how).

During the meeting with the principal and key planners at 9:30 a.m., the team shares the judgments of the criteria and areas for improving. The group discusses each judgment and area in light of its potential impact on the school, its likelihood of successful implementation, and how each would fit into the long-range plans of the school. Final decisions are made, drafts are shared and revised, and components of other suggestions formulated.

Example: The following decisions were made about mathematics:

- An assistance plan would be delivered in the area of "hands-on" activities.
- Math application would be addressed under reading application as a suggestion.
- Grouping practices would be addressed under schoolwide effectiveness.

Team and key planners were all satisfied that areas of need were being addressed and that suggestions were mutually acceptable and would be acted upon.

AN EXAMPLE OF AN ASSISTANCE PLAN (MATHEMATICS)

The Evidence

We found a strong emphasis on repetitious drill along with paper and pencil assignments in the teaching and reinforcement of basic math skills in most of our classrooms.

The Area of Improvement

In order to strengthen all students' understanding of math skills, to provide variety in meaningful practice, and thus to increase student motivation and interest,

The Suggestion

We recommend the following:

- Greater use of "hands-on" and manipulative materials for meaningful practice such as "Math Their Way," "Madera Math," or other programs with experiential focus.
- Greater use of our mathematics material currently housed in the Resource Lab for classroom use with students with special needs.

The Improvement Process (Implementing the Suggestion)

Time will be allocated during our regular staff and grade-level meetings for the discussion of activities and materials which teachers have found motivational and educational. Release time will be provided for each teacher to visit other learning settings to observe teachers' employing a balanced mathematics curriculum. After such visits, our staff members will share, during staff meetings, what they have learned. The district mentor teacher for math will be used to demonstrate lessons and materials to provide more concrete learning experiences for our students. School Improvement funds will be allocated for the purchase of additional manipulative materials.

The Linkage of Program Strength

Re-examine the processes used during the past two years to implement the art program in which students have the opportunity to use media material while increasing their skills of art analysis and self-expression.

KEEP IN MIND

- EACH criterion will have a written summary of findings. The written findings are brief, concise statements summarizing the most significant findings made by the team for each aspect of the program.
- In addition, each criterion may have:
  - A suggestion
  - An assistance plan, or
  - A recognition of strength
- The nature of the written comments is dependent upon:
  - What the team has learned about each aspect of the program and the degree to which the school is meeting the standards of the particular criterion
  - The best judgement of the team, the principal and key planners regarding the next best steps for the school in their improvement efforts
  - The degree to which the collective suggestions for all criteria can be implemented in one year, two years, three years . . .
  - The critical aspect of each area needing improvement

RECOGNIZING PROGRAM STRENGTHS

In addition to identifying areas in which suggestions are appropriate, the reviewers will recognize areas of program strengths. A facet of the program is recognized as a strength when it is reflective of the description of high quality contained in the quality criterion. Recognition of strength may stand on its own or it may be incorporated within a suggestion.

KEEP IN MIND

- A recognition of strength is appropriate only if it is truly warranted by the evidence collected.
- It is important to give recognition where it is merited.
- Individual people should not be singled out for recognition.

REQUIRED ELEMENTS OF THE REPORT OF FINDINGS

Reintroduction of team--brief

Expression of thanks to school community

Brief recapitulation of purpose of program review:

- To provide an objective, external perspective of the school program
- To recognize program strengths
- To recognize where the school is in its program improvement efforts and to make suggestions for further improvements

Brief recapitulation of the process of program review:

- To gather information in all settings through observation, interview, review of relevant documents
- To meet during and at the end of each day to analyze and synthesize what has been learned about the school program
- To verify what is known, then comparing with the quality standards
- To collaborate with principal and key planners in developing selected suggestions into assistance plans

Description of instrument:

- Criteria are high quality standards against which the school program is compared.
- Suggestions for increasing the program quality are drawn from the key ideas found in the narrative statements as well as from the concrete indicators identified beneath the narrative.

Presentation of quality findings:

The team presents the following:

- The findings as related to the major themes and key ideas of the criteria, providing the supporting evidence that contributed to the diagnosis and analysis of the program.
- The recognitions of program strengths.

The team and the key personnel may present the following jointly:

- The Assistance Plans and the Suggestions for Increasing the Effectiveness of the Instructional Program by sharing the ideas and recommendations of the team and school planners on how the school staff and parents can use the planning/evaluation process for continued program improvement.

- A description of the resources to implement the assistance plans and suggestions for increasing school effectiveness.

Closure:

- Extend thanks for hospitality.

- Wish them continued success.

Completion of paperwork:

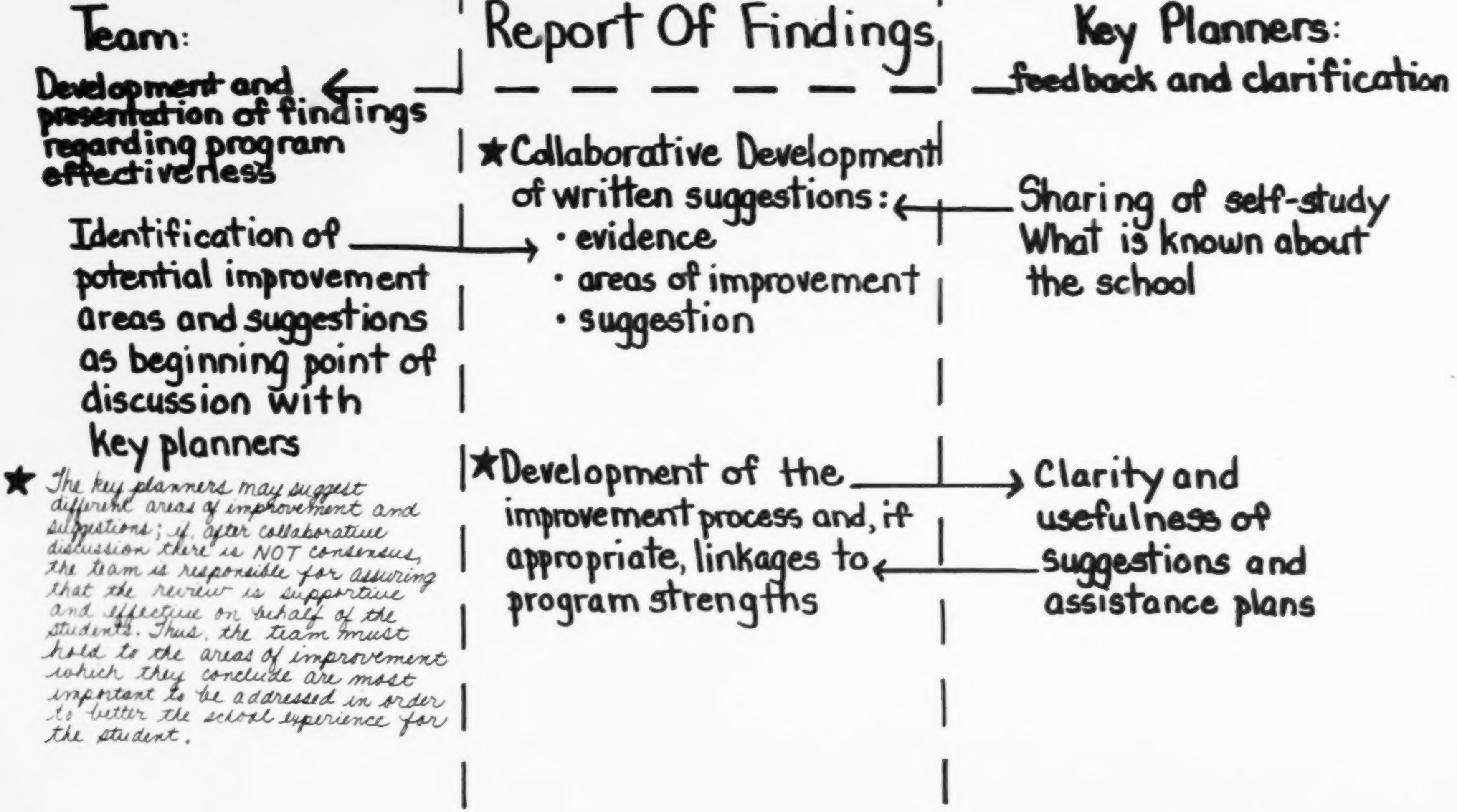
- Leave with the school a written copy of:

  - The summary of findings for each criterion
  - Recognitions of program strengths
  - The assistance plans and other suggestions
  - Suggestions if any, of resources which might help the school implement the suggestions and assistance plans
- Duplicate and use the forms contained in this section of the manual (see pages VII-17 to 19) to write the final report.
- Copies of the written report should be left for the school and the school's district office. The report itself should be sent to:

Office of School Improvement
c/o State Department of Education
721 Capitol Mall
Sacramento, CA 95814

NOTE: NCR forms for the final report have been replaced by masters found on VII-17 to VII-19. Team members will need to make copies of these masters for use on the review. It is the lead reviewer's responsibility to return the original copy to the State Department of Education with the accompanying signatures of all reviewers.

Responsibilities For The Development of The Report Of Findings



Team:

Development and presentation of findings regarding program effectiveness

Identification of potential improvement areas and suggestions as beginning point of discussion with key planners

Report Of Findings

★ Collaborative Development of written suggestions:
- evidence
- areas of improvement
- suggestion

★ Development of the improvement process and, if appropriate, linkages to program strengths

Key Planners:

feedback and clarification

Sharing of self-study What is known about the school

Clarity and usefulness of suggestions and assistance plans

★ The key planners may suggest different areas of improvement and suggestions; if, after collaborative discussion there is NOT consensus, the team is responsible for assuring that the review is supportive and effective on behalf of the students. Thus, the team must hold to the areas of improvement which they conclude are most important to be addressed in order to better the school experience for the student.

WORKSHEET FOR SYNTHESIZING THE FINDINGS

Directions: Complete a separate sheet for each criterion being applied.

Quality Criterion:__________________________

Major focus of criterion:

First Paragraph

Topic:__________________________

Findings: Suggestion/Strength:

Second Paragraph

Topic:__________________________

Findings: Suggestion/Strength:

Third Paragraph

Topic:__________________________

Findings: Suggestion/Strength:

WORKSHEET FOR SYNTHESIZING THE FINDINGS

Directions: Complete a separate sheet for each criterion being applied.

Quality Criterion: Written Language

Major focus of criterion:
Written language as an effective communications tool - completion and range of curriculum/activities for all grade levels - appropriate instructional methodology.

First Paragraph
half of

Topic: Curriculum and Application

Findings:
Curriculum + expectations clearly defined - all grade levels
Lots of practice - in a variety of ways - journals, books, poetry, letters, reports
not all stages of writing in all grade levels - prewriting + editing frequently neglected
LEP, Comp. Ed. students do less writing

Suggestion/Strength:

Second Paragraph
half of

Topic: Writing Activities

Findings:
Conventions of writing over-emphasized in some grades
Feedback slow in many classrooms
Some great activities to encourage thinking first, writing later, and clarity of written expression in the 6th grade classrooms
Writing used and valued in all curriculum areas

Suggestion/Strength:

Third Paragraph

Topic: ____________________

Findings:

Suggestion/Strength:

WORKSHEET FOR SYNTHESIZING THE FINDINGS

Directions: Complete a separate sheet for each criterion being applied.

Quality Criterion: Mathmatics

Major focus of criterion:
Math curriculum is complete with fundamental skills and concepts distinguished. Use of problem-solving approaches + strategies, variety of instructional settings. Use of math skills in other areas.

First Paragraph

Topic: Curriculum

Findings:
Well-defined, consistent
Students mastering fundamentals
Focus primarily on numbers + operations
Little evidence of statistics, relations + functions, logical thinking and problem solving being taught

Suggestion/Strength:
Suggest:
Address all strands - begin now to plan to include all -
- may mean supplementary text
- will mean additional lessons and activities
- complications for staff development

Second Paragraph

Topic: Implementing the Curriculum

Findings:
Few activities to develop problem-solving skills and strategies
Students struggling with word problems
Teachers concerned about lack of problem solving activities / lessons.

Suggestion/Strength:
Suggest:
Use of more manipulatives + games to develop reasoning skills + to allow students to figure out appropriate algorithms + answers
Incorporate the 4 steps of problem-solving into all curricular areas

Third Paragraph

Topic: Math instruction

Findings:
Mostly whole class instruction
Some individual student help - not always available
Student assessment data not routinely used to group students for instruction

Suggestion/Strength:
Suggest:
Use same grouping strategies as have worked so well in reading

WORKSHEET FOR SYNTHESIZING THE FINDINGS

Directions: Complete a separate sheet for each criterion being applied.

Quality Criterion: Learning Environment

Major focus of criterion:
How effectively the school and classroom environment support and encourage each student's academic, personal, and social growth.

First Paragraph

Topic: Academic Focus

Findings:
High standards evident everywhere
Evident that both staff and students
think learning is important
Staff expects all students, including LEP+
Comp. Ed to achieve and maintain high
academic and behavioral standards.
Both staff and students are enthusiastic
about school and all are task-oriented

Suggestion/Strength:

Second Paragraph

Topic: Climate

Findings:
Students and staff proud of school
Discipline procedures/rules
consistent room to room.
well known, respected
not heavy handed, equitably
applied to all students.
many forms of recognition for student
achievement - in class, by grade
level, schoolwide by principal
quarterly academic awards, student of the month, etc.

Suggestion/Strength:

Third Paragraph
and Fourth

Topic: Working Relations / Community

Findings:
Very cohesive staff, high sense
of commitment to school
program and what they are
trying to accomplish
Staff morale uniformly high
Parents fairly well informed -
not consistent from grade level
to grade level - much more home-
school communication in
primary grades

Suggestion/Strength:

California State Department of Education
Instructional Support Services Division

CDS Code

SCHOOL PROGRAM QUALITY REVIEW
SUMMARY OF THE REPORT OF FINDINGS

Date:

District	School	Lead Reviewer (signature)
Reviewer	Reviewer	Reviewer

Curricular Criterion	Directions: Briefly identify major findings for each curricular area. Curricular areas that are not pursued indepth may be addressed separately or under the umbrella of the Schoolwide Effectiveness Criterion.

California State Department of Education
Instructional Support Services Division

CDS Code

SCHOOL PROGRAM QUALITY REVIEW
SUMMARY OF THE REPORT OF FINDINGS

Date:

District	School	Reviewers

Schoolwide Criterion	Directions: Briefly identify major findings for each criterion. Findings may be clustered where appropriate.
Special Needs:	
Learning Environment:	
Staff Development:	
Leadership:	
Planning:	

California State Department of Education
Instructional Support Services Division

CDS Code

SCHOOL PROGRAM QUALITY REVIEW
SUGGESTIONS, ASSISTANCE PLANS, AND COMMENDATIONS

Date:

District	School	Reviewers

Criterion:

California State Department of Education
Instructional Support Services Division

CDS Code

SCHOOL PROGRAM QUALITY REVIEW
SUMMARY OF THE REPORT OF FINDINGS

Date:

District	School	Lead Reviewer (signature)
Reviewer	Reviewer	Reviewer

Curricular Criterion	Directions: Briefly identify major findings for each curricular area. Curricular areas that are not pursued indepth may be addressed separately or under the umbrella of the Schoolwide Effectiveness Criterion.
Schoolwide Effectiveness	• Academic focus is evident. • All activities and efforts reflect an emphasis on student learning. • The curriculum is somewhat limited. Some areas such as Science, Fine Arts, and Social Studies are not included frequently enough in daily scheduling to provide a complete, broad-base curriculum. • The instruction for students is basic-skill centered and should be beginning to move toward content and application resulting in a balanced approach for learning.
Written Language	• The Written Language Program currently includes a variety of approaches and techniques for encouraging students to write. • Students need to learn and practice all of the stages or steps of writing such as: pre-writing, writing, revising, editing and post-writing
Oral Language	• Curriculum is not clearly defined or implemented throughout each grade level. • Assessment of listening, speaking skills should be ongoing and used as a basis for planning instruction. • Oral Language development needs to be ongoing for students with special needs.
Social Science	• The History-Social Science program is in the process of implementing the new adoption. • The program at the primary level is behind schedule; materials are just now being ordered
Science	• Science curriculum not defined. • Science is evident but not provided on a regular basis.
Visual and Performing Arts	• Emphasis for fine arts in grades 4-6, but only in visual arts.. • Need to increase emphasis in performing arts.

SAMPLE

California State Department of Education
Instructional Support Services Division

CDS Code

SCHOOL PROGRAM QUALITY REVIEW
SUMMARY OF THE REPORT OF FINDINGS

Date:

District	School	Reviewers

Schoolwide Criterion	Directions: Briefly identify major findings for each criterion. Findings may be clustered where appropriate.
Special Needs:	• *Chapter 1 - not well defined* • *S/L/H - Program is in place.* • *SDC/RSP - Services provided to existing students are supportive. A regular plan of articulation between the Special Ed. teacher and regular classroom teacher needs to be developed.* • *Special Ed. services to LEP students are inadequate and need to be addressed.* • *Bilingual - See suggestions.*
Learning Environment:	*See commendation.*
Staff Development:	• *Activities need to be designed based on identified school goals and assessed student needs.* • *Aides need to be involved in staff development program.* • *See suggestions for Bilingual and Math.*
Leadership:	• *See commendation.*
Planning:	• *Goals and objectives stated in the school plan closely aligned with instruction.* • *Value of collaborative planning recognized by the staff.*

California State Department of Education
Instructional Support Services Division

CDS Code

SCHOOL PROGRAM QUALITY REVIEW
SUGGESTIONS, ASSISTANCE PLANS, AND COMMENDATIONS

Date:

District	School	Reviewers

Criterion:

Commendations

Learning Environment

We have observed that staff, parents, and students throughout the school view school as a place to learn. Some examples of what we have seen are: students quickly settle into learning activities, the movement of groups in a class is quiet and orderly, students follow known procedures for eliciting help and completing activities, and adult-student relationships are open and positive.

It is quite evident that concentrated effort has been made to minimize classroom disruptions during key academic times, therefore permitting students to receive maximum time on task.

From student interviews we found that the students perceive their school to be a safe place to be and feel that the entire staff is here to help them in the learning process. Students like the school and enjoy attending classes. The various methods of recognizing outstanding students have helped maintain this positive attitude towards school.

In summary, we can say that Jones School is a good place for students to be. The students have a positive attitude toward their learning, the staff and their school.

Leadership

From interviews and observations we have found the school leaders to be very knowledgeable about the curriculum and instructional practices. We have seen both support and encouragement of the classroom teacher in the improvement of his/her program, and from discussions with the Key Planners and parents we have learned that leadership and responsibility are shared tasks.

High student and staff morale is readily visible to any visitor on campus. From interviews with students we found that they truly believe that school is a positive place for learning and during our three days with you, each teacher has commented on how much he or she enjoys teaching at this school.

Suggestion

Reading

The review team concurs with the findings of the self-study:

> The reading program focuses on skills acquisition in the lower grades; fluency is emphasized in third and fourth grade and reading to learn as evidenced in social studies and science is emphasized in fifth and sixth grades.
>
> Literature is becoming an important element of the program and a variety of good books are readily available.

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Instructional Support Services Division

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SCHOOL PROGRAM QUALITY REVIEW
SUGGESTIONS, ASSISTANCE PLANS, AND COMMENDATIONS

Date:

District	School	Reviewers

Criterion:

Suggestion cont.

Reading

The new reading program is being effectively implemented. The variety of learning materials are appreciated by the teachers.

The students are enthusiastic about reading. All adults obviously value reading and they model its importance to the students.

To further refine this strong reading program, we agree with the self-study that a greater emphasis should be placed on skills at the application and synthesis levels and that there should be a better connection between reading and writing. Also, we would recommend that your reading committee explore ways to increase the number of activities and assignments that require students to exercise higher-level thinking in cooperative projects or other activities.

Assistance Plan

Math

The curriculum is well defined with specific periods allocated for mathematics instruction daily.

Fundamental skills and concepts are being taught, although not all math strands are included in the curriculum. We also found an emphasis placed upon rote learning and paper/pencil activities.

In general, math instruction tends to be directed to the whole class. Students were not consistently grouped and regrouped based on regular assessment of students' need.

In the implementation of an effective mathematics program, pupils need to develop the ability to formulate and solve problems and the ability to apply these problem-solving skills in practical situations. In discussing the math program with the key planners and staff members, it was felt that this was of general concern. We agree that a high priority should be given to this issue.

In order to provide meaningful math experiences for all students we will:

- place an emphasis on the application of mathematical concepts to physical objects familiar to children and also incorporate problem-solving activities into all curricular areas.

California State Department of Education
Instructional Support Services Division

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SCHOOL PROGRAM QUALITY REVIEW
SUGGESTIONS, ASSISTANCE PLANS, AND COMMENDATIONS

Date:

District	School	Reviewers

Criterion:

Assistance Plan cont.

In order to do this:

1. *We will evaluate the current math program which will include:*
   - *how students are assessed*
   - *student placement in fuctional groups/regrouping*
   - *curriculum/instruction including all math strands and concrete experiences, and*
   - *pacing*
2. *The Evaluation Process will include:*
   - *staff meetings to develop procedures*
   - *time line*
   - *schedule activities*
   - *summer workshop to refine math program*
3. *We will use:*
   - *the state framework and handbook for math*
   - *and also consult with the district, county, and outside consultant for additional support*

In conclusion:

To strengthen and make the existing math program more effective for our students, we will extend the scope of instruction to include all the strands of math, by incorporating more problem-solving lessons and activities. We will be trained to teach problem-solving, and by using student assessment data information, group and regroup students as we do in the reading program.

Bilingual

From our observations, interviews, and investigation of documents, we found that the materials, methods, and curriculum provided to limited-English-proficient students are not always appropriate to the students' needs. Students were not found to be experiencing success commensurate with their potential. In addition, it is felt that not all adults working with limited-English-proficient students are knowledgeable about these students' needs and capabilities.

As a result of these findings we have concluded that the program provided LEP students is not comprehensive and does not reflect the level of expectency provided to their English-only counterparts.

California State Department of Education
Instructional Support Services Division

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SCHOOL PROGRAM QUALITY REVIEW
SUGGESTIONS, ASSISTANCE PLANS, AND COMMENDATIONS

Date:

District	School	Reviewers

Criterion: Bilingual

Assistance Plan cont.

In order to resolve this problem we will do the following:

1. Identify needs and establish a staff development program for aides in the bilingual classes. This will be accomplished by:
   a. Administering a needs assessment of aides' skills to all aides and teachers,
   b. Having the district Bilingual Resource Teacher observe aides and assist the school in establishing a schedule for staff development as appropriate.
   c. Completing this activity in December.
2. There will be continued support of aides and teachers in the attendance of district-level training in bilingual education. The possibility of financial compensation for the attendance of these monthly meetings will be explored.
3. All waivered teachers will be involved in the Teaching Learning Cycle offered by the Bilingual Department, with this service being optional to all other teachers in the school.
4. One or two opportunities for all staff to obtain awareness in bilingual cross-cultural philosophy will be provided.
5. We will consider the establishment of regular bilingual team meetings to address concerns such as materials in Spanish and grade-level expectancy standards.

READING

FOCUS: EFFECT OF THE PROGRAM ON STUDENTS - COMPLETENESS OF CURRICULUM - ESSENTIAL SKILLS AND CONCEPTS IDENTIFIED - APPROPRIATE INSTRUCTIONAL METHODOLOGY

CURRICULUM

LITERATURE

METHODS AND MATERIALS

ATTITUDE TOWARDS READING

WRITTEN LANGUAGE

Focus: EFFECT OF THE PROGRAM ON STUDENTS - WRITTEN LANGUAGE AS AN EFFECTIVE COMMUNICATIONS TOOL - COMPLETENESS AND RANGE OF CURRICULUM - APPROPRIATE INSTRUCTIONAL METHODOLOGY

How the Curriculum is Implemented

Impact of the Curriculum on Students

ORAL LANGUAGE

FOCUS: EFFECT OF THE PROGRAM ON STUDENTS - ESSENTIAL SKILLS AND CONCEPTS IDENTIFIED - COMPLETENESS OF CURRICULUM - APPROPRIATE INSTRUCTIONAL METHODOLOGY

CURRICULUM AND ITS IMPACT

HOW THE CURRICULUM IS IMPLEMENTED

STUDENTS WITH SPECIAL NEEDS

MATHEMATICS

FOCUS: EFFECT OF PROGRAM ON STUDENTS - COMPLETENESS OF CURRICULUM - ESSENTIAL SKILLS AND CONCEPTS IDENTIFIED - INSTRUCTIONAL SETTINGS

CURRICULUM

HOW THE CURRICULUM IS IMPLEMENTED

INSTRUCTION

SCIENCE

FOCUS: EFFECT OF THE PROGRAM ON STUDENTS - COMPLETENESS OF CURRICULUM - ESSENTIAL SKILLS AND CONCEPTS IDENTIFIED - APPROPRIATE INSTRUCTIONAL METHODOLOGIES

CURRICULUM

HOW THE CURRICULUM IS IMPLEMENTED

INTEGRATION OF BASIC SKILLS

HISTORY-SOCIAL SCIENCE

Focus: EFFECT OF THE PROGRAM ON STUDENTS - COMPLETENESS OF CURRICULUM - HOW INSTRUCTION ENABLES STUDENTS TO ACQUIRE ESSENTIAL SKILLS AND KNOWLEDGE

CURRICULUM

HOW THE CURRICULUM IS IMPLEMENTED

INSTRUCTION

VISUAL AND PERFORMING ARTS

FOCUS: EFFECT OF THE PROGRAM ON STUDENTS - COMPLETENESS OF CURRICULUM - INSTRUCTION ENABLES STUDENTS TO ACQUIRE ESSENTIAL SKILLS AND KNOWLEDGE

CURRICULUM

HOW THE CURRICULUM IS IMPLEMENTED

IMPACT OF CURRICULUM

SCHOOLWIDE EFFECTIVENESS

FOCUS: HOW CONDITIONS AT SCHOOL COMBINE TO ENABLE STUDENTS TO BE SUCCESSFUL LEARNERS - CURRICULUM-IMPLEMENTATION AND IMPACT OF CURRICULUM - INSTRUCTIONAL METHODOLOGY

CURRICULUM

HOW THE CURRICULUM IS IMPLEMENTED

IMPACT OF THE CURRICULUM ON STUDENTS

EFFECTIVE INSTRUCTION

SPECIAL NEEDS

FOCUS: EXTENT TO WHICH SERVICES PROVIDED ENABLE STUDENTS TO BE SUCCESSFUL LEARNERS IN THE REGULAR PROGRAM

IMPACT OF SPECIAL SERVICES

CURRICULUM

INTEGRATION

LEARNING ENVIRONMENT

FOCUS: HOW EFFECTIVELY THE SCHOOL AND CLASSROOM ENVIRONMENT SUPPORT AND ENCOURAGE EACH STUDENT'S ACADEMIC, PERSONAL AND SOCIAL GROWTH

ACADEMIC FOCUS

CLIMATE

WORKING RELATIONSHIPS

COMMUNITY

STAFF DEVELOPMENT

FOCUS: EFFECT OF STAFF DEVELOPMENT ACTIVITIES ON INSTRUCTIONAL PROGRAM (INCLUDING SPECIAL NEEDS STUDENTS) - HOW EFFECTIVE DEVELOPMENT ACTIVITIES HAVE BEEN IN INCREASING SKILLS AND KNOWLEDGE OF ADULTS

ACTIVITIES

CONTENT

EFFECTIVE INSTRUCTION AND COMMITMENT

LEADERSHIP

FOCUS: HOW DOES SCHOOLWIDE LEADERSHIP SUPPORT THE INSTRUCTIONAL PROGRAM - ALL AVENUES OF LEADERSHIP WITHIN THE SCHOOL ARE CONSIDERED

SUPPORT

EXPECTATIONS

SUPERVISION

DELEGATED LEADERSHIP

IMPROVEMENT PROCESS

COMMITMENT

PLANNING, IMPLEMENTING, AND EVALUATING THE SCHOOL PROGRAM

FOCUS: HOW EFFECTIVE ARE PROCEDURES USED BY STAFF AND PARENTS - WHAT ASPECTS OF THE PROGRAM NEED IMPROVING - HOW WILL IMPROVEMENTS BE MADE

COMMON UNDERSTANDINGS

THE PLANNED PROGRAM

ONGOING PLANNING AND EVALUATION

PRACTICE EXERCISE #1

OBJECTIVE: To practice analyzing a criterion and develop a concept of gathering information

Directions for Exercise

- Read the focus statement.
- Read the criterion.
- Discuss each paragraph as a group noting:
  - Theme of paragraph
  - Key ideas
- Read bullets and relate to paragraphs.
- Select one major theme and develop questions which would elicit needed information from the following groups:
  - Students
  - Teachers
  - Support staff
  - Administration
  - Aides
  - Parents
- Write at least one question for each group.
- On chart paper write:
  - The key idea being addressed
  - The questions used to gather the information
- Prepare to teach entire group:
  - The focus statement
  - The key ideas
  - The questions developed

Presenters will:

- Identify the criterion and page number.
- Describe the focus of the criterion.
- Describe the key ideas of their selected paragraph.
- Describe the questions generated.

Audience will:

- Listen to the presentation and follow along with the criterion.
- Critique the presentation based on whether the selected questions were appropriate, efficient and whether they might generate the needed information.

PRACTICE EXERCISE #2

OBJECTIVE: To identify critical attributes of the criterion and synthesize information

Directions for Exercise

- Read the focus statement.
- Read the criterion.
- Discuss each paragraph noting:
  - Theme
  - Key ideas
  - Evidence
  - Procedures
- Read the bullets, relating them to the paragraphs
- Read the scenario that corresponds with your curriculum criterion.
- Select one paragraph from the criterion:
  - Identify possible area for improvement
  - Identify what led you to believe that this area is one in need of improvement
  - Write the area of improvement and evidence to support it on chart paper
- Prepare to teach entire group
  - the focus statement
  - The key idea
  - The evidence

Presenters will:

- Identify the criterion and page number.
- Describe the focus of the criteria.
- Describe the key ideas of the selected paragraph.
- Describe the area of improvement chosen by group.
- Discuss what evidence would lead a review team to the identification of the area as one in need of improvement.

Audience will:

- Listen to the presentation and follow along with the criterion.
- Critique the presentation based on whether the evidence is aligned to key ideas of the paragraph and whether the selected area of improvement corresponds with the evidence.

NOTE: Scenarios found on pages VIII-11 through 13

PRACTICE EXERCISE #3

OBJECTIVE: To look at a curricular criteria through the lens of a Special Needs group and begin to develop a suggestion

Directions for Exercise

- Read the Special Needs criterion.
- Read or review the curricular criterion assigned to your group (Reading, Science or Written Language).
- Discuss the assigned curricular criterion with your Special Needs population in mind (LEP, Chapter 1, Special Education).
- Read the scenario and generate information that will lead to the identification of a possible area of improvement as it relates to your particular Special Needs population.
- Discuss what information led to the identification of the area as one in need of improvement.

Presenters will:

- Share your perceptions of the area of improvement
- Guide discussion with total group

Audience will:

- Listen to presentation
- Share in discussion

NOTE: Scenario found on page VIII-14

PRACTICE EXERCISE #4

OBJECTIVE: To identify the focus of the improvement effort and Role Play the collaborative development of an assistance plan

Directions for Exercise

- Discuss your criterion
- Generate evidence for one key idea which could lead to an assistance plan.
  - Evidence should be based on interview, observation and review of documents.
  - Write evidence on chart paper.
- Identify the area in need of improvement.
- Plan strategies for Development of the Assistance Plan with Key Planners:
  - How will the evidence be shared? (Remember--you have been sharing throughout--this should not be a total surprise.)
  - How will the area in need of improvement be identified?
  - How will the collaborative effort be managed in order to formulate:

    The suggestion
    The improvement process
    Linkage to program strength, if appropriate
- Have chart paper ready for role play

Presenters will: Role play to assigned group.

- Give background
  - Criterion
  - Any other data
- State evidence
- State area of improvement
- Role play collaborative effort:
  - The suggestion
  - The improvement process
  - Linkage to program strength, if appropriate

Audience will:

- Discuss and critique the effectiveness of the collaborative effort.
- What particular strategies were effective?
- Was the evidence aligned to the criterion?
- Did the evidence indicate a need for program improvement?

PRACTICE EXERCISE #5

CONSTRUCTING A REPORT OF FINDINGS

OBJECTIVE: To construct and deliver a Report of Findings

- Each team's assignment becomes a cooperative task for all of the members. Each of the members will:
  - Pool information collected
  - Relate information to the key ideas in the narrative statements of the quality criteria
  - Assist in determining which key idea statements are true for the school
  - Assist in identifying a potential area for an assistance plan and recognition of program strengths

- Each team should follow these tasks in sequence:
  - Review as a team the criterion assigned
  - Develop a pool of information about a mythical school so as to compare with the major themes and key ideas within the criteria. You may draw on information gained during training and from your own experience
  - Write an assistance plan which addresses the five elements
  - Prepare for the presentation:

    The findings of the entire criterion
    The assistance plan
    Any commendations
  - Review the order of the presentation, i.e., evidence related to the major themes and key ideas, assistance plan, recognitions of strengths
  - Decide who will do which segment of the report
  - Rehearse each part of the report--time permitting

- Trainees will use the Standards for Judging the Accuracy of the Content and the Effectiveness of the Presentation of the Report of Findings as each team member reports.

- After each team reports, the total group will critique the report (TOTAL OF 10 TO 15 MINUTES PER TEAM INCLUDING PRESENTATIONS AND CRITIQUE).

STAMDARDS FOR JUDGING THE ACCURACY OF THE CONTENT AND THE EFFECTIVENESS OF THE PRESENTATION OF THE REPORT OF FINDINGS

Content

- Does the evidence relate directly to the major themes and key ideas identified within the criteria?
- Given the findings, does the suggestion for increasing the effectiveness of the instructional program emerge as a reasonable choice?
- Given the school's change process, is the action recommended in the assistance plan appropriate to the school?
- Are the program strengths recognized for the impact they have made on students?

Presentation

- What makes the report cohesive?
- What examples successfully illustrated the key points?
- What contributed (detracted from) the clarity of the report?
- What got your attention?
- How do you feel about the information presented? Was it constructive? Was it given in a supportive manner?

PRACTICE EXERCISE #6

OBJECTIVE: To establish a model for helping the review team and other school personnel to understand and apply the criterion.

Directions for Exercise

- Review the focus statement.
- Review the criterion.
- As a group note:
  - Theme of paragraph
  - Key ideas
- Read bullets and relate to paragraphs.
- Discuss effective strategies for information collection and procedures for applying the criterion
  - Evidence
  - Procedures
- Select one major theme and develop questions using training manual pp. V-2 through V-12 which would elicit information from the following groups:
  - Students
  - Teachers
  - Support staff
  - Administration
  - Aides
  - Parents
- Write at least one question for each group.
- On chart paper write:
  - The key idea being addressed
  - The questions used to gather the information
- Prepare to discuss with the group your best ideas for applying this criterion and soliciting information from each group in the school community.

Presenters will:

- Tell the audience the criterion and page number.
- Describe the focus of the criterion.
- Review the key ideas of their selected paragraph.
- Discuss with the group the questions generated.

Audience will:

- Listen to the presentation and note the key ideas.
- When taken from the prospective of any member of the school community, is the question effective in eliciting information that builds an accurate picture of the program? Add ideas and suggestions as appropriate from your own experience that will enhance the ways in which information is gathered.

PRACTICE EXERCISE #7

OBJECTIVE: To identify critical attributes of the criterion and synthesize information

Directions for Exercise

- Review the focus statement.
- Review the criterion identifying:
  - Theme
  - Key ideas
- Relate the bullets to the paragraphs
- Read the scenario that corresponds with your curriculum criterion and apply the quality criterion.
- Select one paragraph from the quality criterion as a focus for the improvement effort:
  - Identify possible area for improvement
  - Identify what led you to believe that this area is one in need of improvement
- Prepare to discuss with entire group:
  - The focus statement
  - The key idea
  - The evidence

Presenters will:

- Identify the criterion they are using.
- Describe the focus of the criteria.
- Review the key ideas of the selected paragraph.
- Describe the area for improvement.
- Discuss what led to the identification of the area as one in need of improvement.

Audience will:

- Listen to the presentation and note the key ideas.
- Critique based on whether the evidence is aligned to the key ideas of the paragraph and whether the selected area of improvement corresponds with evidence.

NOTE: Scenarios found on pages VIII-11 through 13

PRACTICE EXERCISE #8

OBJECTIVE: To look at a curricular criteria through the lens of a Special Needs group and begin to develop a suggestion

Directions for Exercise

- Discuss the curricular criterion; Reading, Science, and Written Language assigned to your group, with your Special Needs population in mind (LEP, Chapter 1, Special Education).
- Read the scenario and generate information that will lead to a possible area of improvement.
- Discuss the reason for selecting this area as one in need of improvement.

Presenters will:

- Share your perceptions of the area of improvement and evidence.
- Guide discussion with total group.

Audience will:

- Listen to presentation
- Share in discussion

NOTE: Scenario found on page VIII-14

PRACTICE EXERCISE #9

OBJECTIVE: To identify the focus of the improvement effort and role play a collaborative development of an Assistance Plan

Directions for Exercise

- Review and discuss your criterion.
- Drawing on your own experiences generate evidence for one key idea which could lead to the development of an Assistance Plan.
  - Write evidence on chart paper
- Identify the area in need of improvement
- Discuss effective strategies you have used in developing an Assistance Plan with key planners:
  - How will the evidence be shared?
  - How will the area in need of improvement be identified?
  - How will the collaborative effort be managed in order to formulate:
    - The suggestion
    - The improvement process
    - Linkage to program strength, if appropriate
- Have chart paper ready for role play

Presenters will: Role play to assigned groups.

- Give background:
  - Criterion
  - Any other data
- State evidence
- State area of improvement
- Role play the collaborative effort
  - The suggestion
  - The improvement process
  - Linkage to program strength, if appropriate

Audience will:

- Discuss and critique the effectiveness of the collaborative effort.
- What particular strategies were effective?
- Was the evidence aligned to the criterion?
- Did the evidence indicate a need for program improvement?

SCENARIO FOR PRACTICE EXERCISE #2 and #7

Evidence: Science

- Most classrooms had living plants and/or animals.
- Primary grade science is focused on life science.
- Upper grade science included geology, astronomy, prehistoric animals depending on the expertise and background of the particular teacher.
- Several texts were being used.
- Fifth and sixth grade teachers team for science.
- The Health text used by a few teachers incorporates studies of the human body.
- A few hand's on activities were observed such as magnets, growing plants and electricity.
- Individual teachers used graphs to illustrate scientific phenomena - growth rate, probability, etc.
- A few teachers said they understood the scientific method and were looking for programs which would help them teach this to students.

SCENARIO FOR PRACTICE EXERCISE #2 and #7

Evidence: History/Social Science

- All classrooms include social science instruction; time devoted to social science varies throughout the school.
- Most teachers use the basal text; teachers say it is outdated.
- Few supplementary materials are available.
- Students in the upper grades read the text and answer the questions at the end of the chapter.
- Instruction almost always occurs in large group settings.
- Few long-term assignments are given.

SCENARIO FOR PRACTICE EXERCISE #2 and #7

Evidence: Fine Arts

- Many classrooms include drawing, painting and/or clay on a weekly basis.
- One assembly was provided by a mime group
- Some classes participated in a local art contest.
- Teachers said they did not have background in art appreciation, history or techniques for using a variety of media.
- Many children said art was their favorite subject.
- Most classrooms had student art displayed.
- Few art materials were available.
- A series of books and tapes about opera was available in the library. Library records indicated limited check-out.

SCENARIO FOR PRACTICE EXERCISE #3 and #8

Evidence: Special Needs

The campus is orderly and attractive with the business of learning clearly evident. The talk in the teacher's lounge reflects an enthusiasm for learning and a dedication to students success in school.

The "remedial students" head for a separate section of the Resource Center where they will receive 30 to 40 minutes of special instruction including drill and practice. As they come into the room, they are greeted warmly by their special teacher and are given books and materials for that day's lesson. They note that, once again, they are not "ready" for the books and materials the other students get. Before the lesson begins, several of the students are reminded that they must go to the special language teacher immediately after their assignment in the Resource Center is complete. The rest of the students may return to their regular classroom in time for science.

While waiting for the students to settle, two of the five members of the instructional team discuss the most recent staff development meeting held off campus on the same day the regular staff met to begin the Bay Area Writing Project.......

SPECIAL NEEDS

NEED

LAW

PROGRAM

- IDENTIFICATION/REFERRAL
- ASSESSMENT/DIAGNOSIS
- PLAN DEVELOPMENT
- IMPLEMENTATION
- EVALUATION
- REDESIGN/MODIFICATION
- STAFF DEVELOPMENT
- PARTICIPATION (PARENTS, STAFF, STUDENTS)
- SUPPLEMENTAL FUNDING
- SOCIAL DEVELOPMENT

EFFECT ON STUDENTS

HIGH QUALITY PROGRAM

SPECIAL NEEDS

BACKGROUND INFORMATION

The Background Information for Special Needs Students included here is to serve as a resource for reviewers. While school-level reviews focus on the needs of the student and reviewers are asked to conduct the review from the perspective of the students, it is also necessary to employ another perspective and examine the program designed to meet the needs of the special needs groups.

Each of the programs providing services to students with special needs has specific requirements inherent to it. Each also has a specific intent which sometimes gets lost in the maze of regulations. The reviewer's major responsibility for special needs students is to examine both the base program and special needs services to assure that the needs of the students are met by the school program.

In carrying out this responsibility, the reviewers begin with the student, identifying his or her needs through a review of diagnostic data, including the ILP and IEP. Then the student's program of instruction is examined to determine the extent to which that program--both the base program and the services designed to meet his or her special needs--is meeting those identified needs. The key review strategy is to begin with student needs, to identify how those needs are being met, and finally to identify the resources used to meet those needs. In all instances, regular school and district resources are used to their fullest before special resources are added. It is the effective mix of regular and special resources that enable successful learning on the part of the student with special needs.

The following background information pages are provided for reviewers to use in helping schools think through ways to more effectively meet the needs of their students with special needs.

SPECIAL EDUCATION

The federal law defines handicapped children as those children evaluated in accordance with federal regulation as being mentally retarded, hard of hearing, deaf, speech impaired, visually handicapped, seriously emotionally distrubed, orthopedically impaired, other health impaired, deaf-blind, multi-handicapped or as having specific learning disabilities. These students may be thought of as three groups depending on the severity of the handicapping condition.

It is with this observation in mind that one must approach the use of the many special education resources available to support a student's success in reading, mathematics, oral language, written language, science, history, social science, and the performing arts.

Students in the first group are:

- Those who essentially participate in the regular education curriculum/ instructional programs and meet the regular proficiency standards of the district, as indicated in their IEPs.

Students in the second group are:

- Those with an individualized education program who are able to participate in some core curriculum programs, which may need some modifications, and also receive a part of their core instruction from special education teachers and specialists. These students may require differential proficiency standards.

  For these students to experience success in the core curriculum, it is essential that special education and regular education personnel communicate to clarify and coordinate their individual responsibilities for the student's program, thus eliminating duplication and fragmentation of services.

Students in the third group are:

- Those who participate in a special class and require a highly specialized curriculum which may include extreme modifications of the core curriculum.

These students participate in varying degrees and aspects of the regular school program and environment.

The success of these students in the district's core curriculum can be supported by use of some of the following special education resources and services:

- Psychological and academic assessments that provide information relative to specific areas of educational need and provide information that can be used in the planning of goals and objectives. Diagnostic assessments help staff to pinpoint specific areas in need of remediation.

- Provision of personnel with competencies that meet the needs of special education students.

  Resource specialist - can provide direct services, consultation to the regular teacher, resource information, materials, coordination of special education resources with exceptional needs enrolled in the resource specialist program, monitoring of pupil progress, and assistance to IWENs and their parents.

- Special Day Class teachers are also able to assist the students with their specifically and individually designed instructional program. They can provide information about the unique needs of the student and assist the regular teacher through consultation and the sharing of methodologies and materials that may also be appropriate Designated Instruction and Services specialist.

- Designated Instruction and Services are also available to assist the student to benefit educationally from his or her instructional program. These services can be provided by the regular class teacher, the special class teacher or the appropriate Designated Instructional and Services specialist.

These services may include but are not limited to the following:

(1) Language and speech development and remediation;
(2) Audiological services;
(3) Orientation and mobility instruction;

(4) Instruction in the home or hospital;
(5) Adapted physical education;
(6) Physical and occupational therapy;
(7) Vision services;
(8) Specialized driver training;
(9) Counseling and guidance;
(10) Psychological services, other than assessment and development of the individualized education program;
(11) Parent counseling and training;
(12) Health and nursing services;
(13) Social worker services;
(14) Specifically designed vocational and career services;
(15) Recreation services;
(16) Specialized services for low incidence disabilities such as readers, transcribers, and vision and hearing services.

As part of these services, specifically designed materials can be developed. Aides can also be used to help the special education student experience optimum success.

SPECIAL CONSIDERATIONS FOR UTILIZING SPECIAL PROGRAM RESOURCES TO PROVIDE STUDENTS ACCESS TO AND SUPPORT IN THE BASE PROGRAM:

Quality Criteria for Reading

All students are learning to read with understanding, think critically about what they read, and enjoy and respond actively to important literary works. Within the framework of reading for meaning, the focus for reading progresses in stages from skill acquisition to fluency, and finally to reading to learn. Students learn to read in the early grades, steadily increase their fluency through the middle grades, and use their reading in the upper grades as a primary vehicle for learning. Students at all grade levels respond with ideas and opinions which go beyond what is explicit in the text as well as comprehending literal meaning. Further, they investigate, evaluate, and integrate information and ideas with increasing complexity and apply their reading experiences to new contexts. Students use reading to gain knowledge in literature, mathematics, science, social science, and fine arts.

Literature is a major part of the reading program. Students regularly read and are read important literature, both from required and recommended lists. They discuss what the literature means in both personal and cultural contexts. Frequent discussion and writing address the moral and social issues articulated in the literature. Teachers use literature to extend the students' experiences and to explore common values. Practicing authors are brought into the school to work with students.

Students learn to enter and explore the wide world of human experience accessible through reading; they regularly acquire new information and perspective through reading a variety of materials, including literary works, textbooks, newspapers, trade books, and encyclopedias. They read about familiar and interesting topics and relate new information to what they already know about the topic. Students interact with the teacher and one another about what they are reading through discussion and writing. The use of workbooks is kept to a minimum. Students have easy access to a variety of books and periodicals in the classroom and have regularly scheduled periods for self-selected reading during class time. The resources that supplement the regular reading program, including the library, enhance and extend classroom instruction.

Teachers, the principal, and other adults at the school express enthusiasm for reading. Teachers and students view reading, as well as writing, as purposeful human communication which is essential, desirable, pleasurable, and attainable. All students, including the less able and those who have limited proficiency in the English language, are enthusiastic about the reading program. Teaching strategies and materials are adjusted to accommodate special needs and encourage participation for all students.

Using Special Education Program Resources to Support Student Success in Reading

The success of the students in reading can be supported by use of some of the following special education resources:

Specialized diagnostic assessment in reading that enables staff to pinpoint specific areas of need. These assessments can be done by psychologists, resource specialist, special class teachers, speech therapists and other designated instructional services personnel.

Resource Specialist and Special Class Teachers can assist in task analysis specific to the individual handicapping condition and based on that analysis can provide a variety of instructional techniques that will assist the student to experience success in all facets of the reading program.

The Counselors, Psychologist or Social Workers are aware of the unique education needs of visually handicapped students and can work closely with the teacher of the visually impaired to coordinate services needed to support the visually impaired student in the reading program.

Transcribers who are certified Braille specialists can provide information about techniques and media when preparing tactile materials that may be used by a blind student in a reading program.

Readers possess skills necessary to read print to visually impaired students and can assist the student with his or her reading program.

The language speech and hearing specialist is aware of the student's unique educational needs in areas of communication/concept development and will be able to lend their expertise in assisting the student to fully participate in the reading program.

Program Specialist can provide technical assistance and inservice training to all personnel working with the special education student. They can also provide training to parents that will help parents to support their children in the reading program.

Program Specialist are knowledgable about local, state, and national resources. Program specialist are also knowledgeable about program options and services available within the district and local plan area that may be used with regard to reading. .

Special education aides can assist as directed by the special education or regular teacher in the following areas:

Classroom organization and environment
Reinforcing the individualized instriction provided by the teacher to achieve IEP/reading goals and objectives, help with homework.

Background Factors You May Wish to Consider:

Student Input Factors

Students ability to cope with handicapping condition
Use of Various modalities in the acquisition of skills
Self concept
Motivation
Personal Motivation for learning to read, energy level, support from home

Instructional Treatment Factors

Coordination and cooperation between regular education and special education staff with regards to services and materials
Modifications in instructional settings
Access to core curriculum
Team Teaching
Use of peer tutors
Appropriate grouping
Providing qualified certificated and noncertificated personnel
Providing appropriate curriculum materials

Educational Background Factors

Knowledge and attitudes of regular education staff relative to students with handicapping conditions
Acceptance by peers
Access to least restrictive environment
Use of aides and support services
Application of special education funding
Expectations by regular and special education staff of same outcomes

Community Background Factors

Community support, medical support support through mental health, professional organizations, legislation, vocational rehabilitation, transportation and access to recreational facilities libraries, etc.,

Braille library, Talking books clearing house for the blind

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SPECIAL CONSIDERATIONS FOR UTILIZING SPECIAL PROGRAM RESOURCES TO PROVIDE STUDENTS ACCESS TO AND SUPPORT IN THE BASE PROGRAM:

Quality Criteria for Written Language

Writing is valued as an effective tool for communication and is reinforced at all grade levels. The standards and expectations for written language are clearly defined and implemented at all grade levels. Students at all skill levels, including those with limited-English proficiency, are involved daily in writing activities which focus on effective communication. Students' writing fluency is developed through practice in writing for a variety of purposes and audiences on a range of topics in a variety of forms. Students learn and practice all of the stages or steps of writing: prewriting, writing, responding, revising, editing, developing skills with the conventions of writing, evaluating, and post-writing. Students understand and apply the conventions of writing, including grammar, usage, capitalization, punctuation, spelling, paragraphing, and format, to the assignments they complete. Students receive ongoing feedback about their writing, and their own work is used to reinforce the conventions. The writing activities in which the students are engaged help them organize and clarify their thinking and generate and express thoughts logically and clearly. Students use writing in a meaningful way with evident purpose in all areas of the curriculum. Techniques and approaches for teaching writing are varied to match student needs. Writing skills are reinforced, applied, and extended by inclusion in other curriculum areas.

Using Special Education Program Resources to Support Student Success in Written Language

A variety of special education resources across the full spectrum of services are available to support student success in written language. Among these are:

(a) Assessment that addresses writing areas by skilled assessors, i.e., Psychologists, Speech and language specialists, Resource Specialists and special class teachers.

(b) Adapting materials and equipment required by special education students to participate in writing activities in both regular and special education classrooms. Resources such as the Clearing House Depository has taped and large print materials. California Children's Services has resources for adapting special equipment that can assist students with special needs.

(c) E.C. 56243 provides that the districts receive two days of ADA apportionment to conduct staff development. Special education staff can provide activities to support the writing program by addressing the specialized needs of special education students.

(d) Special education staff can participate as consultants to Student Study Team in the schools identifying problem areas in writing and finding resources in the regular program developing alternatives that assist both special and regular students achieve success.

(e) Special education staff can participate in the development of schoolwide writing programs and infuse those goals and objectives within the IEPs.

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Background Factors You May Wish to Consider:

Student Input Factors

- Deficiencies in written language skills which interfere with academic performance.
- Lack of usable language - limited vocabulary and proagmatics. Written language may be only communication skill. Perceptual problems which interfere with the mechanics of writing.
- Physical disabilities which interfere with the mechanics of writing.
- Limited experiences with which to involve writing as a means of learning.

Instructional Treatment Factors

- Individual and small group instruction.
- Extension of time to complete tasks.
- Use of tape recorders and specialised equipment.
- Use of computers as word processors.
- Develop differential standards which accommodate special needs.
- Provide articulation between regular education writing activities and the special class.
- Provide support to special student in regular class through the RSP and DIS specialists.

Educational Background Factors

- Limited experience of regular staff in dealing with exceptional students.
- Requirement to pass basic skills test in writing need for staff training for both regular and special education.
- Utilization of peer tutors as models.
- Utilization of special education aides in regular classes.

Community Background Factors

- Various organizations interested in the handicapped provide incentives for writing - i.e., Kiwanis, Rotary, Parent Groups, Advocacy Groups, etc.
- Strong parental support.
- Voc Rehab as a continuing educational resource.

SPECIAL CONSIDERATIONS FOR UTILIZING SPECIAL PROGRAM RESOURCES TO PROVIDE STUDENTS ACCESS TO AND SUPPORT IN THE BASE PROGRAM:

Quality Criteria for Oral Language

The oral language curriculum is clearly defined and is implemented throughout each grade level on a regular basis. Students are learning and applying listening and speaking skills in a range of situations and communication forms, for various purposes and audiences and in a variety of speaking styles. Students are applying critical listening skills; are effectively communicating feelings, experiences, knowledge, and ideas with fluency and clarity; and are increasing their reasoning ability. All students are involved in activities designed to increase their confidence in public speaking. The oral language activities at all grade levels build upon the students' own academic, personal, and social experiences.

Teachers and other adults model correct and effective listening and speaking skills. Teachers support and reinforce students' listening and speaking skills by promoting conversation, discussion, presentations, and critical listening. Assessment of the students' speaking and listening skills is ongoing and is used as a basis for planning of instruction.

Students with special language needs, including limited-English-proficient students, speakers of nonstandard English, and exceptionally shy students learn English through oral language activities designed to address their specific needs. They continue to increase their oral skills as they apply them to the learning of subject area content. The dialects or primary languages of speakers of nonstandard English and other languages are treated with respect by the staff members and other students as they learn to master standard English.

Using Special Education Program Resources to Support Student Success in Oral Language

Students with oral language problems may be hearing impaired, learning disabled, physically or mentally impaired. For these students to succeed, support from the following resources are available to assist these students:

1. Academic instruction in reading, vocabulary, spelling, mathematics, social science, science etc. The academics are usually taught in a special class setting or pull out program. Some students can receive instruction from regular class teachers with special considerations, such as preferential seating, use of an instructional aide/interpreter, and receptivity, training and cooperation of the teacher.
2. Hearing functioning is determined by a school audiologist who will determine whether a student has normal hearing, a loss of hearing (degree), speech and sound awareness and discrimination.
3. Specialized instruction in speech reading, language and speech development, listening, voice, articulation and stuttering can be provided by the speech specialist, or teacher of the hearing impaired in a pull out program.
4. Curriculum development and coordination and classroom demonstrations, and consultation can be provided by teachers/specialists knowledgeable about communication/oral skills disorders. Programs can be developed to be carried out by others.
5. Assessment in oral language skills and classroom functioning can be conducted by the school site special education teachers/specialists, and psychologists. Classroom functioning observations include, and are not limited to task, independent work ability following oral directions, asking and answering questions spontaneously.
6. At the school site parent counseling, counseling and guidance, staff training, specialized equipment, materials and other resources can be provided by special education service providers.

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Background Factors You May Wish to Consider:

Student Input Factors

- articulation..sound errors
- voice..quality, pitch, loudness disorder.
- fluency.. repeating, prolonging, blocking when speaking
- no usable language
- limited or inappropriate language.
- language comprehension & retrieval problems.
- peer interaction, self-concept

Instructional Treatment Factors

- reduced class-size & case load
- individual or small group instruction.
- time range from ½ hour to full day of instruction..2-5 times per week
- specialized techniques
- specialized instruction
- specialized materials & equipment and curriculum
- Qualified, skilled, teachers, specialists, aides, & interpreters

Educational Background Factors

- staff training
- regular staff's acceptance
- speechreading, auditory, signing, mode of communication
- Comprehension
  response to question/statements
  response to directions
- social language skills, jokes, idioms, cliches
- sentence structure
- speech production, sign production

Community Background Factors

- University clinics
- Private clinics
- Professional organizations..CSHA, ASHA, CATHI,
- Local organizations support & contributions
- Volunteer services
- SEARCH media efforts
- Community-based work experience

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SPECIAL CONSIDERATIONS FOR UTILIZING SPECIAL PROGRAM RESOURCES TO PROVIDE STUDENTS ACCESS TO AND SUPPORT IN THE BASE PROGRAM:

Quality Criteria for Mathematics

The mathematics curriculum engages students' imagination and common sense in well-defined content that includes all strands at all grade levels. Fundamental skills and concepts are distinguished from those that provide greater breadth and depth. All boys and girls master these fundamentals, including the single-digit number facts, and, with appropriate use of calculators, become comfortable with and proficient in practical numerical calculations. Lessons and assignments are structured to emphasize student understanding and ability to use mathematics. Students learn to appreciate the beauty of mathematical structures and processes.

Students are involved in formulation of problems and in choosing approaches and strategies for solving the problems. They are encouraged to be inventive, to guess, and estimate. Their natural fascination with how puzzling problems are solved is encouraged and used to motivate discussions of strategies and tactics. They are frequently asked to explain what they are doing and why and to judge the reasonableness of the answers they generate. New concepts are studied first in terms of students' concrete experiences. Lessons incorporate and build upon skills and concepts previously learned.

The instructional setting is varied and provides students with the opportunity for individual work, heterogeneous small-group activity, and whole class participation. Student grouping is based on regular assessment of student need. Supplementary services are coordinated with the regular mathematics program to focus on fundamentals as they are presented in the regular program and do not rely on repeating low level skills from earlier grades. Mathematics is interdisciplinary; students use their mathematical skills in other subject areas in a variety of situations.

Using Special Education Program Resources to Support Student Success in Mathematics

1. Students who participate in the regular mathematics core curricular program, but need additional support to obtain math skills commensurate with their peers may receive services from one or more of the following resources:
   - individualized instruction in the resource specialist program either through a pull-out design or within the classroom during the math instructional time.
   - interpreters, notetakers, peer tutors, or transcribers in the classroom during or following math instructional time.
   - specialized material and equipment appropriate to the functioning level and needs of the student i.e., computer, enlargers, amplification units, tape recorders, telecommunication systems, low vision aids, modified homework assignments.
2. Students who participate in a modified mathematics core curricular program that follows the adopted California Mathematical Skills and Concepts Continuum, but is individually designed for the student's functioning level, may receive any of the services listed in item 1 and 3, and other resources as follows:
   - teacher with the appropriate special education credential.
   - instructional aide.
   - specialized materials to reinforce the math skills and concepts from the continuum.
3. Students who participate in a basic mathematics program with applicable daily living skills may receive services listed in group 1 and 2 above as well as the following:
   - mobility instruction.
   - experiential based activities in home community settings.
   - occupational training.
   - concrete specialized materials to reinforce the daily living math skills and concepts.

the following:

- mobility instruction.
- experiential based activities in home community settings.
- occupational training.
- concrete specialized materials to reinforce the daily living math skills and concepts.

Background Factors You May Wish to Consider:

Student Input Factors

- modality for optimum skill acquisition
- attention span
- level of reception, expressive language
- cognitive level
- motivation and interests.

Instructional Treatment Factors

Coordination and cooperation between regular and special education staff with regards to services and materials.
Modifications in instructional settings.
Access to core curriculum instruction
Team Teaching
Use of peer tutors
Appropriate grouping
Provision of qualified certificated and noncertificated personnel
Provision of appropriate curriculum materials
Computer laboratories.

Educational Background Factors

Knowledge and attitudes of regular education staff relative to students with handicapping conditions.
Acceptance by peers
Access to least restrictive environments
Use of aides and support services
Application of special education funding.
Expectations by regular and special education staff of same outcomes.

Community Background Factors

Community support
Medical support
Support through Mental Health Regional Center, Dept. of Rehabilitation California Childrens' Services
Professional organizations
Legislation
Vocational training
Transportacion and access to recreational facilities, libraries, other places of business and employment.

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SPECIAL CONSIDERATIONS FOR UTILIZING SPECIAL PROGRAM RESOURCES TO PROVIDE STUDENTS ACCESS TO AND SUPPORT IN THE BASE PROGRAM:

Quality Criteria for Science

Students discover and learn about the natural world by using the methods of science as extensions of their own curiosity and wonder. Students acquire biological and physical science knowledge from a balanced science curriculum which offers the fundamental concepts, terms, processes, and skills. Building on their understanding of science concepts, students learn about the logic of the scientific method, the techniques of the science laboratory, and the applications of science to the world around us. Students also develop the science process skills which are the "critical thinking skills" of science: observing, comparing, organizing, inferring, relating, and applying.

Instructional methods and the sequential introduction of new experiences in the primary grades lay the foundation for more conceptual content in the intermediate grades. Instructional methods emphasize using scientific techniques as learning techniques; lessons regularly require students to observe and interpret phenomena in natural and laboratory settings. Concepts and theories from readings are applied to observed phenomena. Basic science texts are supplemented by a variety of materials which include laboratory specimens, scientific equipment, and an array of simulations that employ technology. Community resources such as local scientists and engineers, parks and nature trails, and science and natural museums expand the science program.

Basic skills are applied and extended throughout the science program. Students learn how to read scientific writing, how to create and develop graphs and charts, how to solve complex problems involving different kinds of data, how to apply mathematics skills in analyzing data, how to record observations in an organized fashion, how to write laboratory and research reports, and how to explain scientific material orally.

Using Special Education Program Resources to Support Student Success in Science

The resource specialist and aide may assist students in understanding and completing science assignments made by the regular science teachers, in addition to increasing reading skills to better deal with science texts.

Resource specialists can coordinate their effort with those instructors teaching science.

Staff development in the area of science can be provided to those specialists who may be offering supportive services to individuals with exceptional needs.

Special education teachers may take field trips with their students that give concrete/ first hand experience to basic scientific concepts.

Special teachers can assist the special student in preparing graphs and charts of behavior, task completions, progress, etc. This data may be analyzed with students to show trends or emphasize mathematical solutions to problems.

Special teachers can work with students to develop techniques for recording observations of their (or others) behaviors, etc. and analyze the significance leading to the development of a written report.

Specialists teachers may be able to help students conduct appropriate experiments with individual, adult guidance, not possible in the regular classroom.

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Program specialists may work/coordinate with science specialists to develop techniques, strategies, materials, etc. to assist individuals with exceptional needs.

Special education teachers and program specialists can participate in the development of appropriate science curriculum.

Special education individual assessments might give some clues as to the individuals ability to comprehend and translate science activies or materials presented.

Appropriate science goals or objectives can be written into the IEP.

Designated Instructional Services staff can describe/demonstrate how their occupations contribute to scientific understanding i.e. audiologist, mobility trainers, vision specialists, adapted P.E. and health specialists, etc.

Background Factors You May Wish to Consider:

Student Input Factors

How handicapping condition relate to science principles i.e., fulcrum, balance, kinesthetics, prophylactics, etc.
Support from assistants, parents
Student motivation - study of psychology
Health factors as related to medical science
IEP participation by student

Instructional Treatment Factors

Specialists coordination - RSP/SDC and science teacher(s)
Sharing equipment and materials
Peer tutoring - from regular or to those struggling in science education - student with skills
Cooperatively developed curriculum

Educational Background Factors

Special educators work cooperatively with science staff to develop curriculum, guides, etc.
Special staff inservices regular (science) staff in accepting and understanding individuals with exceptional needs
Knowledge of special education funding and acceptance

Community Background Factors

Community resources, field trips, hands on science museums, etc.
Vocational rehabilitation and career planning, etc.
Mental health facilities/workers, Braille, audiologists, prosthetics specialists, psychologists, etc.
Understanding science of body and its use
Science Fairs

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SPECIAL CONSIDERATIONS FOR UTILIZING SPECIAL PROGRAM RESOURCES TO PROVIDE STUDENTS ACCESS TO AND SUPPORT IN THE BASE PROGRAM:

Quality Criteria for History-Social Science

Students are engaged in and excited about the study of history and social science, which are a regular part of the instructional program at all grade levels. The elementary curriculum prepares students for higher grade level study of the growth of civilization and the development of constitutional democracy. Students develop an understanding and appreciation of democratic ideals, including cooperation, peaceful change, civic responsibility, honesty, respect for others, equality of opportunity, universal education, and respect for law. Students participate in democratic processes within the school setting and are encouraged to apply those principles in the community.

Instructional activities in the lower grades draw from the lives and events of history that interest the young child and introduce the topics of social science as they apply to the experiences of family member, student, friend, teammate, consumer, and citizen.

Activities in higher grades draw from lives of individuals and specific events which have shaped the history of California and the United States. Attention is given to the growth of the indigenous civilizations and the arrival of Europeans, Africans, and Asians and the transplant of their cultures to the Western Hemisphere. Students discuss and apply the topics of social science: tradition, values, power, change, conflict, social control, cooperation, interdependence, and causality.

Instruction emphasizes group discussion and team projects. Students are guided to think and write critically using evidence, reasoning, and judgment as they analyze historical, political, and socioeconomic situations. Controversial issues are addressed appropriately for the age level and maturity of the students.

Using Special Education Program Resources to Support Student Success in History-Social Science

1. Students who participate in the regular history-social science core curricular program, but need additional support to maintain the development of skills commensurate with their peers may receive services from the following resources:

   - individualized instruction in the resource specialist program either through a pull-out design or within the classroom during the instructional time.
   - interpreters, notetakers, peer tutors, or transcribers in the classroom during or following instructional time.
   - specialized material and equipment appropriate to the functioning level and needs of the student i.e., computers, enlargers, amplification units, tape recorders, telecommunication systems, low vision aids, modified homework assignments.

2. Students who participate in a modified history-social science core curricular program that follows the adopted California Skills and Concepts Continuum, but is individually designed for the student's functioning level, may receive any of the services listed in group 1 and 3, and other resources as follows:

   - teacher with the appropriate special education credential.
   - instructional aide.
   - specialized materials to reinforce the skills and concepts from the continuum.
   - resource specialists coordinate their efforts with those instructors teaching history-social science.

- staff development in the area of history-social science is provided to those specialists who may be offering supportive history-social science instruction to individuals with exceptional needs.
- special education teacher teacher may implement field trips for their students that give concrete/first hand experience with basic history-social science concepts.

3. Students who participate in a basic history-social science program applicable to daily living skills which is adapted from the California Skills and Concepts Continuum may receive services from the services listed in group 1 and 2 above as well as the following:
   - mobility instruction.
   - experiential based activities in home community settings.
   - occupational training.

Background Factors You May Wish to Consider:

Student Input Factors

- modality for optimum skill acquisition
- attention span
- level of reception, expression language
- cognitive level
- motivation and interests.

Instructional Treatment Factors

- Coordination and cooperation between regular and special education staff with regards to services and materials.
- Modifications in instructional settings.
- Access to core curriculum instruction
- Team Teaching
- Use of peer tutors
- Appropriate grouping
- Provision of qualified certificated and noncertificated personnel
- Provision of appropriate curriculum materials.
- Computer laboratories.

Educational Background Factors

Knowledge and attitudes of regular education staff relative to students with handicapping conditions.
Acceptance by peers.
Access to least restrictive environments.
Use of aides and support services.
Application of special education funding.
Expectations by regular and special education staff of same outcomes.

Community Background Factors

Community resources
Medical resources
Support through Mental Health Regional Center, Dept. of Rehabilitation California Children's Services
Professional organizations
Legislation

Transportation and access to recreational facilities, libraries, other places of business and equipment.

SPECIAL CONSIDERATIONS FOR UTILIZING SPECIAL PROGRAM RESOURCES TO PROVIDE STUDENTS ACCESS TO AND SUPPORT IN THE BASE PROGRAM:

Quality Criteria for Performing Arts

Beginning in kindergarten and continuing through grade 6, students engage in art experiences which teach them how to enjoy and value major works of art and how to express themselves through their own art activities, which include both the visual and performing arts. These experiences progress from perception and creative expression toward complex and high level conceptual development as students are able to relate the arts to personal experience. The art experiences which range from frequent short projects to activities sustained over a long period of time enable students to develop creative capacities, auditory and interpretive skills, and awareness of movement and sound. Teachers structure time for students to apply creativity and originality in activities that develop visual images, communicate ideas, and express individual thoughts and feelings.

Performing arts activities include drama, dance, and music. Activities in drama focus on elements, actions, and characterizations. They provide a vehicle for student expression. Students develop improvisations and plays; view theatrical events; express characterization of simple situations; and convey emotional qualities through speech and formal acting techniques. Students develop their intuition about movement as an expression through dance. Music experiences are continuous throughout the grades and enable the students to develop an appreciation of a wide variety of music. Students are knowledgeable about music.

Students study, understand, and appreciate the fine arts traditions of their own and other cultures. They learn to evaluate the aesthetic, moral, cultural, and historical content of art and to relate these elements to the work of various artists. Students demonstrate knowledge of historical and cultural development through different forms of artistic expression and make cultural and historical connections, including analyzing symbols, myths, metaphors, and style. Fine arts are a part of the reading and literature, history, social science, math, science, and language arts curricula.

The principal and staff members support the fine arts program as an integral part of the students' education. Guidance and encouragement from staff result in regular student participation in music, drama, dance, and visual arts programs. They encourage serious and promising students to pursue their demonstrated interest in the fine arts. Students are exposed to examples of high quality art, and practicing artists are brought into the school program on a regular basis. Community resources, including local exhibits and museums, are used to extend learning beyond the classroom. Students' artwork is displayed throughout the school and is used to enhance the overall appearance of the school.

Using Special Education Program Resources to Support Student Success in Performing Arts

Special education programs and services offer a variety of resources to support individuals with exceptional needs in the visual and performing arts.

The resource specialist encourages special education students to participate in school activities and provides support to the regular education visual and performing arts program through:

Consultation with teachers, parents and students
Specialized materials and equipment for use in the regular class such as tape recorders, visual aides
Provision of an accessible environment by identifying where barriers may exist and remedying them.
Communication and coordination of the students' special needs in order to assure success.

The special education teacher selects activities and materials that provides opportunities for special education students to participate in school productions. Movement to music with streamers tied to the wrist may allow a severely handicapped student to perform on stage. Rhythm bands, signing to music, tap dance, ballet, gymnastics are all possible outlets of creative expression that will enhance self-esteem and provide opportunities for involvement in the performing arts program.

The special education teacher encourages students to explore and experiment with art media to help develop new outlets for self expression.

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The special education teacher provides opportunities to enhance attending and listening skills through music participation and appreciation.

The special education teacher exposes students to a variety of arts for recreation and leisure time activities.

Designated instruction and service personnel provide diagnostic information that assists in determining special interests and talents of students as well as providing direct instruction and service.

The psychologist assesses learning style, learning approach, and creativity.

The adapted physical education teacher provides skill building opportunities to increase gross and fine motor activities. Marching, gymnastics, rhythms and dance are all parts of the physical education program.

The speech, hearing, and language specialist encourages students to tell stories, participate in oral presentations, and enhances voice quality through voice improvement exercises.

Background Factors You May Wish to Consider:

Student Input Factors

- Speech and language disorders
- Poor self concept
- Limited peer interaction
- Desire to be included
- Imagination and creativity
- Need for role models

Instructional Treatment Factors

- Individualized or small group instruction
- Specialized methods of communication, i.e., headphones in the auditorium for hearing impaired, increased lighting in regular class for visually impaired, sculpture textured paintings for art appreciation for visually impaired, additional time to participate in activities.

Educational Background Factors

- School Board policies on Least Restrictive Environment
- Equal opportunity to participate in nonacademic, extra curricular activities
- Special Education Teachers may have special training in art, music, P.E. or dance for the handicapped
- Regular staff's acceptance
- Peer acceptance

Community Background Factors

- Parental pride in the special education students participation in the performing arts
- Public support for arts for the handicapped public accessibility in auditoriums, museums
- Professional organizations in support of Visual and Performing Arts for the Handicapped

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GIFTED AND TALENTED EDUCATION (GATE)

In the 1984-85 fiscal year, 431 California school districts received additional state funding to meet the educational needs of gifted and talented pupils in kindergarten and grades one through twelve. These districts include, in their programs for the gifted and talented, both underachievers and achievers, the disadvantaged and the advantaged, and pupils representing a variety of cultural and linguistic backgrounds. Pupils are screened and identified, on an equal opportunity basis, as being gifted or talented in one or more of six categories, intellectual, creative, academic, leadership, high achievement, and visual and performing arts. Once identified, pupils are considered for placement in a range of program options. (See chart).

School districts eligible for supplemental state funding for GATE programs are those districts that conducted state-approved mentally gifted minor programs in 1978-79 (Education Code Section 52204) or were selected by the State Board of Education as replacement districts (Education Code Section 52211). GATE educators in these districts are encouraged to innovate in program design, cost levels, and identification procedures. (Several formulas are used to equalize funding among school districts). Program expansion in areas of leadership and in the visual and performing arts challenges local program coordinators to formulate valid and reliable means of identifying both demonstrated and potential talent. It is hoped that the evaluation data and recommendations that result will have a positive effect on the status of the statewide GATE program after 1986. (The sunset clause affecting the program is contained in Education Code Section 52214).

Rationale

Gifted and talented education is consistent with basic principles of American education, which seeks full development of each individual's capabilities. The future of our country depends on the values, patterns of behavior, analytical and problem-solving skills, creativity, and leadership fostered in highly able children and youths. Needs-based and ability-based education of the gifted and talented nourishes an important source of solutions to horrendous economic, social, political, and military problems. In addition, it upholds such basic principles as equal opportunity, self-realization, and freedom.

Goals

Two goals of gifted and talented education are:

- To enable gifted and talented children to become what they can and should become
- To enable the State of California and the United States to become what they can and should become

Related to these generic intents are the goals and tasks of:

1. Documenting the need for and significant results from uniquely appropriate learning experiences
2. Using a number of valid ways by which to identify the gifted and talented
3. Increasing the involvement of underserved groups
4. Helping underachievers achieve at a level commensurate with their abilities
5. Improving the ability of teachers to cultivate in students the higher intellectual, creative, and academic skills as well as leadership, high achievement, and accomplishment in the visual and performing arts
6. Providing needs-based and appropriately differentiated learning opportunities and curricula for children with very high potential or demonstrated abilities.
7. Experimenting with new ways of offering programs and with various cost levels
8. Involving parents in planning and evaluating programs

SPECIAL CONSIDERATIONS FOR UTILIZING SPECIAL PROGRAM RESOURCES TO PROVIDE STUDENTS ACCESS TO AND SUPPORT IN THE BASE PROGRAM:

Quality Criteria for Reading

All students are learning to read with understanding, think critically about what they read, and enjoy and respond actively to important literary works. Within the framework of reading for meaning, the focus for reading progresses in stages from skill acquisition to fluency, and finally to reading to learn. Students learn to read in the early grades, steadily increase their fluency through the middle grades, and use their reading in the upper grades as a primary vehicle for learning. Students at all grade levels respond with ideas and opinions which go beyond what is explicit in the text as well as comprehending literal meaning. Further, they investigate, evaluate, and integrate information and ideas with increasing complexity and apply their reading experiences to new contexts. Students use reading to gain knowledge in literature, mathematics, science, social science, and fine arts.

Literature is a major part of the reading program. Students regularly read and are read important literature, both from required and recommended lists. They discuss what the literature means in both personal and cultural contexts. Frequent discussion and writing address the moral and social issues articulated in the literature. Teachers use literature to extend the students' experiences and to explore common values. Practicing authors are brought into the school to work with students.

Students learn to enter and explore the wide world of human experience accessible through reading; they regularly acquire new information and perspective through reading a variety of materials, including literary works, textbooks, newspapers, trade books, and encyclopedias. They read about familiar and interesting topics and relate new information to what they already know about the topic. Students interact with the teacher and one another about what they are reading through discussion and writing. The use of workbooks is kept to a minimum. Students have easy access to a variety of books and periodicals in the classroom and have regularly scheduled periods for self-selected reading during class time. The resources that supplement the regular reading program, including the library, enhance and extend classroom instruction.

Teachers, the principal, and other adults at the school express enthusiasm for reading. Teachers and students view reading, as well as writing, as purposeful human communication which is essential, desirable, pleasurable, and attainable. All students, including the less able and those who have limited proficiency in the English language, are enthusiastic about the reading program. Teaching strategies and materials are adjusted to accommodate special needs and encourage participation for all students.

Using GATE Program Resources ~~to~~ Support Student Success in Reading

GATE Program Resources include publications which the State MGM GATE SDE Units produced with federal grant money. These include:

1. Principles, Objectives, and Curricula for Programs in the Education of Gifted and Talented Pupils--Kindergarten Through Grade Twelve (1979)*
2. Literature and Story Writing-- A Guide for Teaching Gifted and Talented Children in Elementary and Secondary Schools (1981)*
3. Teaching Gifted Children Literature in Grades 1-3, Gensley, Juliana Townsend (1972)**
4. Teaching Gifted Children Literature in Grades 4-6, Clifford, Thomas (1978)*
5. Teaching Gifted Children Literature in Grades 7-9 (1978)*
6. Literature: Curriculum Guide for Teaching Gifted Children Literature in Grades 9-12, Osen, Deborah K. (1970)*
7. Teaching Gifted Students Literature and Language in Grades 9-12, Nicholson, et al. (1978)*

Other resources include 10,000 California GATE teachers trained to teach critical thinking, creative problem solving, and other advanced cognitive and creative skills within subject areas and to apply these in written and other forms of communication.

In-service education opportunities through required staff development in school districts; additional growth opportunities through regional, statewide, and national association activities and conferences; and access to and involvement with university, college, and community college personnel help to set and maintain high standards of intellectual, academic, leadership, creative, high achievement, and visual and performing arts development.

* Currently available, State Department of Education Bureau of Publications
** Available through ERIC

Additional resources include publications, conferences, and workshops of the Gifted and Talented National/State Leadership Training Institute in Los Angeles and the increasing number of publishers who are producing and marketing pupil and teacher materials based upon taxonomies of intellectual development such as the Taxonomy of Educational Objectives by Benjamin Bloom and others and the Structure of Intellect Model.

Background Factors You May Wish to Consider:

Student Input Factors

- Evidence of extraordinary ability
- Facility in encoding and decoding symbols
- Interest in language, in words, in ideas, in books
- Sharing reading done outside of school
- Reading two or more grade levels beyond grade placement
- Large vocabularies
- Capable of advanced levels of understanding (e.g., reading between and beyond the lines)
- Strong analytical, evaluation, interpretation, translation, extrapolation, and applicative ability

Instructional Treatment Factors

- Read and discuss numbers, award books, e.g., Wrinkle in Time
- Great Books Program
- School book clubs
- Guidance through literature
  - Vicarious experiences of problem situations
- Correspondence courses through University of California
- Comparative literature, e.g., Shakespeare, Thomas Wolfe; E. B. Browning; Michener, Leon Ures
- Technical/scientific/technological reading
- Use of reading to encourage fantasy, divergent thinking, and creative thinking
- Increasing reading speed and comprehension

Educational Background Factors

- Preschool reading of signs, announcements, and books
- Access to advanced readers, novels, newspapers
- Reading in the home and at church

Community Background Factors

- School and community libraries
- Book review sections of AAVW, etc.
- Local authors--reading their own materials
- Book clubs--council

SPECIAL CONSIDERATIONS FOR UTILIZING SPECIAL PROGRAM RESOURCES TO PROVIDE STUDENTS ACCESS TO AND SUPPORT IN THE BASE PROGRAM:

Quality Criteria for Written Language

Writing is valued as an effective tool for communication and is reinforced at all grade levels. The standards and expectations for written language are clearly defined and implemented at all grade levels. Students at all skill levels, including those with limited-English proficiency, are involved daily in writing activities which focus on effective communication. Students' writing fluency is developed through practice in writing for a variety of purposes and audiences on a range of topics in a variety of forms. Students learn and practice all of the stages or steps of writing: prewriting, writing, responding, revising, editing, developing skills with the conventions of writing, evaluating, and post-writing. Students understand and apply the conventions of writing, including grammar, usage, capitalization, punctuation, spelling, paragraphing, and format, to the assignments they complete. Students receive ongoing feedback about their writing, and their own work is used to reinforce the conventions. The writing activities in which the students are engaged help them organize and clarify their thinking and generate and express thoughts logically and clearly. Students use writing in a meaningful way with evident purpose in all areas of the curriculum. Techniques and approaches for teaching writing are varied to match student needs. Writing skills are reinforced, applied, and extended by inclusion in other curriculum areas.

Using GATE Program Resources to Support Student Success in Written Language

GATE Program Resources include publications which the state MGM (later GATE) Program Unit produced by the California State Department of Education with federal grant money. These include:

1. Principles, Objectives, and Curricula for Programs in the Education of Gifted and Talented Pupils-Kindergarten Through Grade Twelve (1979)*
2. Literature and Story Writing - A guide for Teaching Gifted and Talented Children in Elementary and Middle Schools (1981)*
3. Other

Other resources include 10,000 California GATE teachers trained to teach critical thinking, creative problem solving, and other advanced cognitive and creative skills within subject areas and to apply these in written and other forms of communication.

In-service education opportunities through required staff development in school districts; additional growth opportunities through regional, statewide, and national association activities and conferences; and access to and involvement with university, college, and community college personnel help to set and maintain high standards of intellectual, academic, leadership, creative, high achievement, and visual and performing arts development.

Additional resources include publications, conferences, and workshops of the Gifted and Talented National/State Leadership Training Institute in Los Angeles and the increasing number of publishers who are producing and marketing pupil and teacher materials based upon taxonomies of intellectual development such as the Taxonomy of Educational Objectives by Benjamin Bloom and others and the Structure of Intellect Model.

Writers' workshops and the Writers Digest also may be used as resources in strengthening programs to improve writing.

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*Currently available, State Department of Education Bureau of Publications

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Background Factors You May Wish to Consider:

Student Input Factors

- Evidence of extraordinary ability
- Interest in developing, expressing, and communicating knowledge and insights
- Constructive discontent
- Adaptive flexibility
- Ideational fluency
- Need to document reality
- Need to understand oneself

Instructional Treatment Factors

- Freedom to express ideas
- Need interaction with intellectual peers, mentors, and authors
- Constructive criticism
- Provision for publishing articles, poetry, and stories
- Appropriate grouping
- Pupil assignments and materials compatible with and supportive of extraordinarily high intellectual and creative ability
- Have students write and bind books; place in school library
- Research reports

Educational Background Factors

- Educational and career background of parents
- Educational preparation of teachers
- Climate for learning in the school and community
- Intellectual, creative, achievement, and personal-social profiles on individual pupils

Community Background Factors

- Required participation of parents in planning, implementing, and evaluating programs for gifted and talented children
- Local newspapers interested in pupil articles that show profound insight into and ideas for resolving community problems
- Local writers

SPECIAL CONSIDERATIONS FOR UTILIZING SPECIAL PROGRAM RESOURCES TO PROVIDE STUDENTS ACCESS TO AND SUPPORT IN THE BASE PROGRAM:

Quality Criteria for Oral Language

The oral language curriculum is clearly defined and is implemented throughout each grade level on a regular basis. Students are learning and applying listening and speaking skills in a range of situations and communication forms, for various purposes and audiences and in a variety of speaking styles. Students are applying critical listening skills; are effectively communicating feelings, experiences, knowledge, and ideas with fluency and clarity; and are increasing their reasoning ability. All students are involved in activities designed to increase their confidence in public speaking. The oral language activities at all grade levels build upon the students' own academic, personal, and social experiences.

Teachers and other adults model correct and effective listening and speaking skills. Teachers support and reinforce students' listening and speaking skills by promoting conversation, discussion, presentations, and critical listening. Assessment of the students' speaking and listening skills is ongoing and is used as a basis for planning of instruction.

Students with special language needs, including limited-English-proficient students, speakers of nonstandard English, and exceptionally shy students learn English through oral language activities designed to address their specific needs. They continue to increase their oral skills as they apply them to the learning of subject area content. The dialects or primary languages of speakers of nonstandard English and other languages are treated with respect by the staff members and other students as they learn to master standard English.

Using GATE Program Resources to Support Student Success in Oral Language

GATE Program Resources include publications which the State Mentally Gifted Minor (MGM) and later Gifted and Talented Education (GATE) Unit produced with federal grant funds. These include:

1. Principles, Objectives, and Curricula for Programs in the Education of Gifted and Talented Pupils--Kindergarten Through Grade Twelve (1979)*

2. Other

Other resources include 10,000 California GATE teachers trained to teach critical thinking, creative problem solving, and other advanced cognitive and creative skills within subject areas and to apply these in written and other forms of communication.

In-service education opportunities through required staff development in school districts; additional growth opportunities through regional, statewide, and national association activities and conferences; and access to and involvement with university, college, and community college personnel help to set and maintain high standards of intellectual, academic, leadership, creative, high achievement, and visual and performing arts development.

Additional resources include publications, conferences, and workshops of the Gifted and Talented National/State Leadership Training Institute in Los Angeles and the increasing number of publishers who are producing and marketing pupil and teacher materials based upon taxonomies of intellectual development such as the Taxonomy of Educational Objectives by Benjamin Bloom and others and the Structure of Intellect Model.

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* Currently available, State Department of Education Bureau of Publications

Background Factors You May Wish to Consider:

Student Input Factors

- Evidence of extraordinary ability
- Interest in and expressing ideas in various ways
- Potential to help others
- Potential for leadership
- Ability to formulate and relate ideas and knowledge of high conceptual level
- Speed in formulating and communicating abstractions

Instructional Treatment Factors

- Preparation for oral expression
- Opportunities for oral expression
- Reward for outstanding performance
  - In school
  - At service clubs
  - In competition (debate, extemporaneous speaking, speeches of various types)
- Model speakers
- Toastmaster and Toastmistress Programs and Format
- Regular practice in extemporaneous speaking--"thinking on one's feet"
- Self-disclosure as a way to understanding oneself

Educational Background Factors

- Many experiences
  - at home
  - at school
- Learning opportunities commensurate with extraordinary cognitive ability
- Many speaking opportunities through primary, intermediate, upper grades, and high school
- Reading Vital Speeches

Community Background Factors

- Experience with child and youth organizations (Scouts, church, other)
- Museums, libraries, summer camps, exploration centers, zoos
- Community speakers
  - Government/political
  - Church
  - Educational
  - Travels
  - Issues

SPECIAL CONSIDERATIONS FOR UTILIZING SPECIAL PROGRAM RESOURCES TO PROVIDE STUDENTS ACCESS TO AND SUPPORT IN THE BASE PROGRAM:

Quality Criteria for Mathematics

The mathematics curriculum engages students' imagination and common sense in well-defined content that includes all strands at all grade levels. Fundamental skills and concepts are distinguished from those that provide greater breadth and depth. All boys and girls master these fundamentals, including the single-digit number facts, and, with appropriate use of calculators, become comfortable with and proficient in practical numerical calculations. Lessons and assignments are structured to emphasize student understanding and ability to use mathematics. Students learn to appreciate the beauty of mathematical structures and processes.

Students are involved in formulation of problems and in choosing approaches and strategies for solving the problems. They are encouraged to be inventive, to guess, and estimate. Their natural fascination with how puzzling problems are solved is encouraged and used to motivate discussions of strategies and tactics. They are frequently asked to explain what they are doing and why and to judge the reasonableness of the answers they generate. New concepts are studied first in terms of students' concrete experiences. Lessons incorporate and build upon skills and concepts previously learned.

The instructional setting is varied and provides students with the opportunity for individual work, heterogeneous small-group activity, and whole class participation. Student grouping is based on regular assessment of student need. Supplementary services are coordinated with the regular mathematics program to focus on fundamentals as they are presented in the regular program and do not rely on repeating low level skills from earlier grades. Mathematics is interdisciplinary; students use their mathematical skills in other subject areas in a variety of situations.

Using GATE Program Resources to Support Student Success in Mathematics

GATE Program Resources include:

1. Principles, Objectives, and Curricula for Programs in the Education of Gifted and Talented Pupils--Kindergarten through Grade Twelve (1979)*
2. Teaching Gifted Children Mathematics in Grades 1-3 (1973)*
3. Teaching Gifted Children Mathematics in Grades 4-6 (1974)**

Other resources include 10,000 California GATE teachers trained to teach critical thinking, creative problem solving, and other advanced cognitive and creative skills within subject areas and to apply these in written and other forms of communication.

In-service education opportunities through required staff development in school districts; additional growth opportunities through regional, statewide, and national association activities and conferences; and access to and involvement with university, college, and community college personnel help to set and maintain high standards of intellectual, academic, leadership, creative, high achievement, and visual and performing arts development.

Additional resources include publications, conferences, and workshops of the Gifted and Talented National/State Leadership Training Institute in Los Angeles and the increasing number of publishers who are producing and marketing pupil and teacher materials based upon taxonomies of intellectual development such as the Taxonomy of Educational Objectives by Benjamin Bloom and others and the Structure of Intellect Model.

*Currently available, State Department of Education Bureau of Publications
**Available through ERIC

Background Factors You May Wish to Consider:

Student Input Factors

- Demonstrated interest and extraordinary ability in mathematics
- SOI profile
- Ability to use symbols, to make obstractions, to conceptualize
- Ability to extrapolate, to translate, and to interpret
- Ability to analyze, synthesize, and evaluate
- Past reading about great mathematicians--e.g., Einstein
- Knowledge of statistics, algebra, geometry, trigonometry, and calculus

Instructional Treatment Factors

- Mathematics as a way of thinking--an avenue for comprehending and describing relationships and for solving problems
- Use of Guidelines from Lola May and other nationally prominent mathematics educators
- Use SDE Model Curriculum Standards
- Career-competency based learning
- Mathematical testing of alternatives-and use of computers to simulate and test conditions and to construct and review alternatives
- Use of missile, space, and nuclear age to expand interest, knowledge, and discoveries
- Computer assisted instruction
- Exploring aesthetics and mathematics; philosophical considerationa; and use of advanced mathematics in other subjects, in research, and in speculating on the possible

Educational Background Factors

- Background in acquiring knowledge and skills
- Teachers who are vitally interested in mathematics and who spark interest in students
- Advanced placement in mathematics
- Opportunity to explore relationships
- Mathematics games and problem solving with and without the use of a computer

Community Background Factors

- Opportunity to apply mathematical skills
- Careers using mathematics
- Mathematic competencies needed to carry out community and governmental functions

SPECIAL CONSIDERATIONS FOR UTILIZING SPECIAL PROGRAM RESOURCES TO PROVIDE STUDENTS ACCESS TO AND SUPPORT IN THE BASE PROGRAM:

Quality Criteria for Science

Students discover and learn about the natural world by using the methods of science as extensions of their own curiosity and wonder. Students acquire biological and physical science knowledge from a balanced science curriculum which offers the fundamental concepts, terms, processes, and skills. Building on their understanding of science concepts, students learn about the logic of the scientific method, the techniques of the science laboratory, and the applications of science to the world around us. Students also develop the science process skills which are the "critical thinking skills" of science: observing, comparing, organizing, inferring, relating, and applying.

Instructional methods and the sequential introduction of new experiences in the primary grades lay the foundation for more conceptual content in the intermediate grades. Instructional methods emphasize using scientific techniques as learning techniques; lessons regularly require students to observe and interpret phenomena in natural and laboratory settings. Concepts and theories from readings are applied to observed phenomena. Basic science texts are supplemented by a variety of materials which include laboratory specimens, scientific equipment, and an array of simulations that employ technology. Community resources such as local scientists and engineers, parks and nature trails, and science and natural museums expand the science program.

Basic skills are applied and extended throughout the science program. Students learn how to read scientific writing, how to create and develop graphs and charts, how to solve complex problems involving different kinds of data, how to apply mathematics skills in analyzing data, how to record observations in an organized fashion, how to write laboratory and research reports, and how to explain scientific material orally.

Using GATE Program Resources to Support Student Success in Science

GATE Program Resources include publications which the State MGM and GATE Units have produced. These include:

1. Principles, Objectives, and Curricula for Programs in the Education of Gifted and Talented Pupils--Kindergarten Through Grade Twelve (1979)*
2. Science: Curriculum Guide for Teaching Gifted Children Science in Grades 1-3 (1970)*
3. Science: A Unit on Microbiology: Curriculum Guide for Teaching Gifted Children Science in Grades 4-6 (1970)**
4. Teaching Gifted Children Science in Grades 1-6 (1973)**

Other resources include 10,000 California GATE teachers trained to teach critical thinking, creative problem solving, and other advanced cognitive and creative skills within subject areas and to apply these in written and other forms of communication.

In-service education opportunities through required staff development in school districts; additional growth opportunities through regional, statewide, and national association activities and conferences; and access to and involvement with university, college, and community college personnel help to set and maintain high standards of intellectual, academic, leadership, creative, high achievement, and visual and performing arts development.

Additional resources include publications, conferences, and workshops of the Gifted and Talented National/State Leadership Training Institute in Los Angeles and the increasing number of publishers who are producing and marketing pupil and teacher materials based upon taxonomies of intellectual development such as the Taxonomy of Educational Objectives by Benjamin Bloom and others and the Structure of Intellect Model.

*Currently available, State Department of Education Bureau of Publications
**Available through ERIC

Background Factors You May Wish to Consider:

Student Input Factors

- Profiles of extraordinary abilities, interests
- Hobbies which have a scientific base
- Ability to explore, to investigate, to reason, and to record observations
- Problem-solving ability
- Knowledge about great scientists (e.g., Da Vinci and N. Tesla) and their discoveries and inventions

Instructional Treatment Factors

- Encourage awareness of and curiosity about scientific phenomena
- Develop skills in interpretation; in applying knowledge; in analysis, synthesis, and evaluation
- Use of creative problem-solving approaches to determine what are fundamental (core) as opposed to apparent solutions
- Exploratory experiences in each of the major areas of science
- Reading and speculating about hypotheses and theories
- Gaining an understanding of technology, robotics, missiles, etc.

Educational Background Factors

- Magazines and scientific journals
- Biographies and autobiographies read
- Experience in linear sequential thought (in convergent thinking)
- Experience in generating alternative solutions to scientific problems (brainstorming)

Community Background Factors

- Careers which require scientific knowledge and skills
- Meetings of scientists
- Mentors from engineering societies, medical societies, etc.
- Scientific matters considered by city councils--e.g., health, mosquito abatement, and inspection of construction

SPECIAL CONSIDERATIONS FOR UTILIZING SPECIAL PROGRAM RESOURCES TO PROVIDE STUDENTS ACCESS TO AND SUPPORT IN THE BASE PROGRAM:

Quality Criteria for History-Social Science

Students are engaged in and excited about the study of history and social science, which are a regular part of the instructional program at all grade levels. The elementary curriculum prepares students for higher grade level study of the growth of civilization and the development of constitutional democracy. Students develop an understanding and appreciation of democratic ideals, including cooperation, peaceful change, civic responsibility, honesty, respect for others, equality of opportunity, universal education, and respect for law. Students participate in democratic processes within the school setting and are encouraged to apply those principles in the community.

Instructional activities in the lower grades draw from the lives and events of history that interest the young child and introduce the topics of social science as they apply to the experiences of family member, student, friend, teammate, consumer, and citizen.

Activities in higher grades draw from lives of individuals and specific events which have shaped the history of California and the United States. Attention is given to the growth of the indigenous civilizations and the arrival of Europeans, Africans, and Asians and the transplant of their cultures to the Western Hemisphere. Students discuss and apply the topics of social science: tradition, values, power, change, conflict, social control, cooperation, interdependence, and causality.

Instruction emphasizes group discussion and team projects. Students are guided to think and write critically using evidence, reasoning, and judgment as they analyze historical, political, and socioeconomic situations. Controversial issues are addressed appropriately for the age level and maturity of the students.

Using GATE Program Resources to Support Student Success in History-Social Science

GATE Program Resources include:

1. Principles, Objectives, and Curricula for Programs in the Education of Gifted and Talented Pupils--Kindergarten Through Grade Twelve (1979)*
2. Social Sciences: Curriculum Guide for Teaching Gifted Children Social Sciences in Grades 1-3, Hauck, Barbara (1977)*
3. Social Sciences: Curriculum Guide for Teaching Gifted Children Social Sciences in Grades 4-6, Bruch, Catherine B. (1977)*
4. Teaching Gifted Children Social Sciences in Grades 4-6, Bruch, Catherine B. (1971)**
5. Social Sciences: Curriculum Guide for Teaching Gifted Students Social Sciences in Grades 7-9, Levine, Martin (1973)**
6. Teaching Gifted Students Social Sciences in Grades 7-9, Miles, Robert S. (1977)*
7. Social Sciences: Curriculum Guide for Teaching Gifted Students Social Sciences in Grades 10-12, Popham, Donald (1971)**
8. Teaching Gifted Students Social Sciences in Grades 10-12, Popham, Donald (1971)**

Other resources include 10,000 California GATE teachers trained to teach critical thinking, creative problem solving, and other advanced cognitive and creative skills within subject areas and to apply these in written and other forms of communication.

*Currently available, State Department of Education Bureau of Publications

**Available through ERIC

In-service education opportunities through required staff development in school districts; additional growth opportunities through regional, statewide, and national association activities and conferences; and access to and involvement with university, college, and community college personnel help to set and maintain high standards of intellectual, academic, leadership, creative, high achievement, and visual and performing arts development.

Additional resources include publications, conferences, and workshops of the Gifted and Talented National/State Leadership Training Institute in Los Angeles and the increasing number of publishers who are producing and marketing pupil and teacher materials based upon taxonomies of intellectual development such as the Taxonomy of Educational Objectives by Benjamin Bloom and others and the Structure of Intellect Model.

Background Factors You May Wish to Consider:

Student Input Factors

- Evidence of extraordinary ability
- Student's past
- Social experience
- Family/community experience
- Values exploration, clarification, and adherence
- Genealogical information about one's family

Instructional Treatment Factors

- Read historians, philosophers, and writers: Herodotus, Plato, Plutarch, Will Durant, Charles Beard, and others
- Access to historians who disagree about the importance of persons and events
- Access to economic history, sociological interpretations of history
- Seeing changes and forces that cause changes in human beings and their institutions
- Gathering oral histories
- Writing a chapter of a history book to bring it up to date
- Writing editorials on social issues
- Engaging in social service activities
- Concept of expanding communities

Educational Background Factors

- Studies of human beings
  - Civics courses
  - History courses
  - Social-psychology material
  - Autobiographies and biographies of famous persons
  - Past reading and reacting to editorials on social issues

Community Background Factors

- Boy Scouts/Girl Scouts/church and other community organizations
- Social issues--past and present--and ways for dealing with them
- Local government, observance of Memorial Day, Fourth of July, birthdays of famous persons

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SPECIAL CONSIDERATIONS FOR UTILIZING SPECIAL PROGRAM RESOURCES TO PROVIDE STUDENTS ACCESS TO AND SUPPORT IN THE BASE PROGRAM:

Quality Criteria for Performing Arts

Beginning in kindergarten and continuing through grade 6, students engage in art experiences which teach them how to enjoy and value major works of art and how to express themselves through their own art activities, which include both the visual and performing arts. These experiences progress from perception and creative expression toward complex and high level conceptual development as students are able to relate the arts to personal experience. The art experiences which range from frequent short projects to activities sustained over a long period of time enable students to develop creative capacities, auditory and interpretive skills, and awareness of movement and sound. Teachers structure time for students to apply creativity and originality in activities that develop visual images, communicate ideas, and express individual thoughts and feelings.

Performing arts activities include drama, dance, and music. Activities in drama focus on elements, actions, and characterizations. They provide a vehicle for student expression. Students develop improvisations and plays; view theatrical events; express characterization of simple situations; and convey emotional qualities through speech and formal acting techniques. Students develop their intuition about movement as an expression through dance. Music experiences are continuous throughout the grades and enable the students to develop an appreciation of a wide variety of music. Students are knowledgeable about music.

Students study, understand, and appreciate the fine arts traditions of their own and other cultures. They learn to evaluate the aesthetic, moral, cultural, and historical content of art and to relate these elements to the work of various artists. Students demonstrate knowledge of historical and cultural development through different forms of artistic expression and make cultural and historical connections, including analyzing symbols, myths, metaphors, and style. Fine arts are a part of the reading and literature, history, social science, math, science, and language arts curricula.

The principal and staff members support the fine arts program as an integral part of the students' education. Guidance and encouragement from staff result in regular student participation in music, drama, dance, and visual arts programs. They encourage serious and promising students to pursue their demonstrated interest in the fine arts. Students are exposed to examples of high quality art, and practicing artists are brought into the school program on a regular basis. Community resources, including local exhibits and museums, are used to extend learning beyond the classroom. Students' artwork is displayed throughout the school and is used to enhance the overall appearance of the school.

Using GATE Program Resources to Support Student Success in Performing Arts

GATE Program Resources include state publications:

1. Principles, Objectives, and Curricula for Programs in the Education of Gifted and Talented Pupils--Kindergarten Through Grade Twelve (1979)*
2. Arts for the Gifted and Talented--Grades One Through Six (1981)*
3. Teaching Gifted Children Art in Grades One Through Three**
4. Teaching Gifted Children Art in Grades Four Through Six**
5. Teaching Gifted Children Art in Grades Seven Through Nine**
6. Teaching Gifted Children Art in Grades Ten Through Twelve**

Other resources include 10,000 California GATE teachers trained to teach critical thinking, creative problem solving, and other advanced cognitive and creative skills within areas and to apply these in written and other forms of communication.

In-service education opportunities through required staff development in school districts; additional growth opportunities through regional, statewide, and national association activities and conferences; and access to and involvement with university, college, and community college personnel help to set and maintain high standards of intellectual, academic, leadership, creative, high achievement, and visual and performing arts development.

Additional resources include publications, conferences, and workshops of the Gifted and Talented National/State Leadership Training Institute in Los Angeles and the increasing number of publishers who are producing and marketing pupil and teacher materials based upon taxonomies of intellectual development such as the Taxonomy of Educational Objectives by Benjamin Bloom and others and the Structure of Intellect Model.

*Currently available, State Department of Education Bureau of Publications

**Available through ERIC

Background Factors You May Wish to Consider:

Student Input Factors

- Evidence of extraordinary ability in music, dance, and drama
- Dexterity
- High auditory and visual discrimination
- Experience at home or in community groups
- Ability to read music, a score, and a choreographic plan
- A sense of the dramatic
- Skill in creating effect

Instructional Treatment Factors

- Building appreciation for performing art forms and for extraordinary performance and performers
- Individual attention by a mentor, by a first chair in an orchestra, by a professional actor or dancer
- An individual plan for acquisition of knowledge, skills, and experience with highly able performing artists

Educational Background Factors

- Preferably a sequential and developmental program throughout the grades and high school
- Association with musicians, dancers, and actors

Community Background Factors

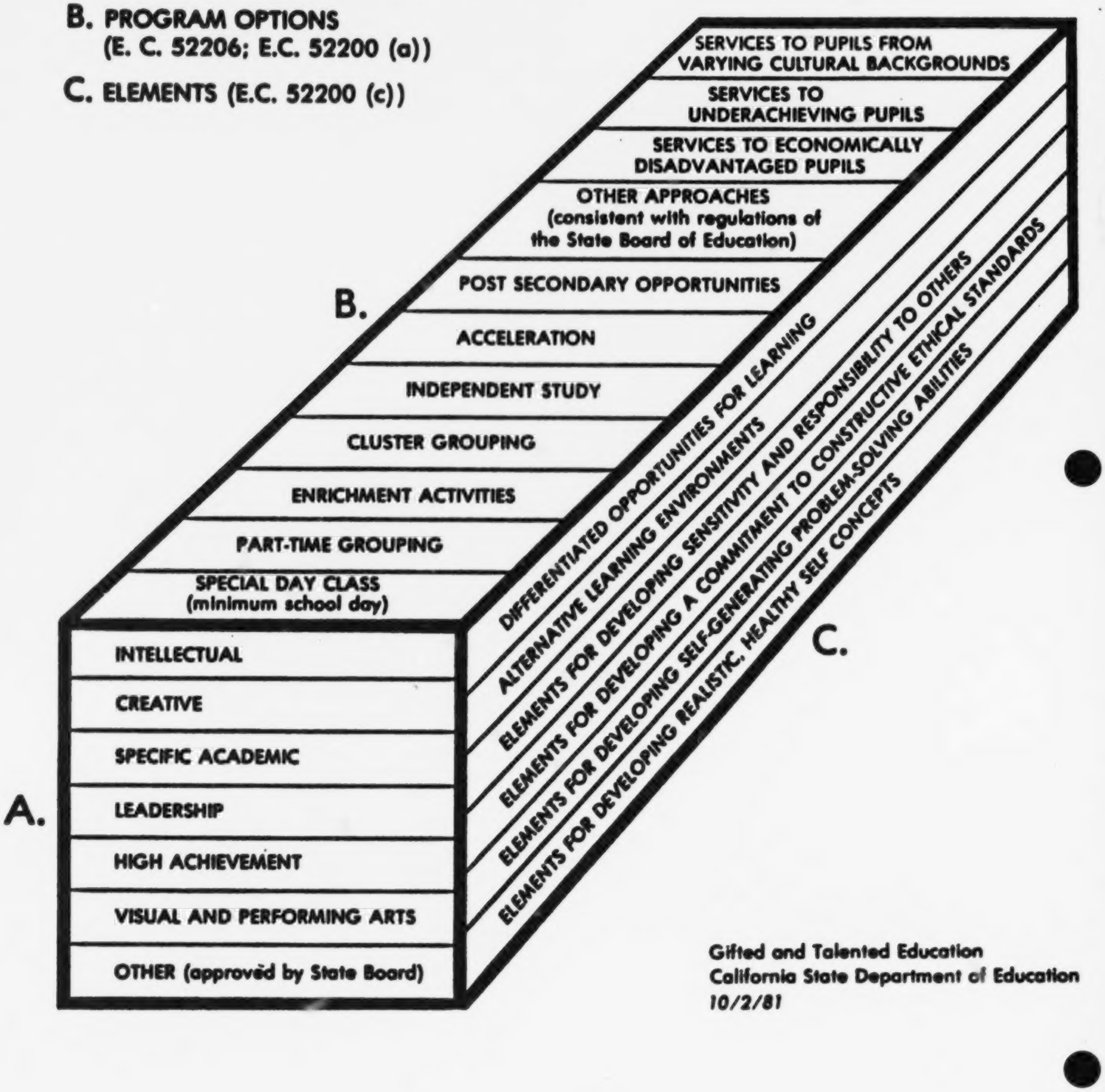
- Performing arts centers and/or performing arts programs
- General interest in the values of music, dance, and drama
- Scholarship support by service organizations

COMPONENTS OF GATE PROGRAM

A. IDENTIFICATION CATEGORIES (E.C. 52202)

B. PROGRAM OPTIONS
(E. C. 52206; E.C. 52200 (a))

C. ELEMENTS (E.C. 52200 (c))


SERVICES TO PUPILS FROM VARYING CULTURAL BACKGROUNDS
SERVICES TO UNDERACHIEVING PUPILS
SERVICES TO ECONOMICALLY DISADVANTAGED PUPILS
OTHER APPROACHES (consistent with regulations of the State Board of Education)
POST SECONDARY OPPORTUNITIES
B.
ACCELERATION
INDEPENDENT STUDY
CLUSTER GROUPING
ENRICHMENT ACTIVITIES
PART-TIME GROUPING
SPECIAL DAY CLASS (minimum school day)
DIFFERENTIATED OPPORTUNITIES FOR LEARNING
ALTERNATIVE LEARNING ENVIRONMENTS
ELEMENTS FOR DEVELOPING SENSITIVITY AND RESPONSIBILITY TO OTHERS
ELEMENTS FOR DEVELOPING A COMMITMENT TO CONSTRUCTIVE ETHICAL STANDARDS
ELEMENTS FOR DEVELOPING SELF-GENERATING PROBLEM-SOLVING ABILITIES
ELEMENTS FOR DEVELOPING REALISTIC, HEALTHY SELF CONCEPTS
C.
A.
INTELLECTUAL
CREATIVE
SPECIFIC ACADEMIC
LEADERSHIP
HIGH ACHIEVEMENT
VISUAL AND PERFORMING ARTS
OTHER (approved by State Board)

Gifted and Talented Education
California State Department of Education
10/2/81

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USING BILINGUAL PROGRAM RESOURCES TO SUPPORT STUDENT SUCCESS IN READING

The goals, processes, and outcomes advocated in the criteria statement for reading apply equally to limited English proficient (LEP) as well as fluent English proficient (FEP) or English-only students. The mode of access, delivery, and participation must be appropriate to the non-native speaker of English, however. In general, these criteria may best be accomplished through the use of the primary language, sheltered English, and mainstream English instruction, or through a combination of these modes. It is essential that, to the degree materials, training, and staff are available, the English language, as a vehicle of instruction, not be a barrier to optimal student participation and outcomes.

For example, otherwise normal students who happen to be limited English proficient cannot have meaningful access to literary works, respond to moral and social issues in personal and cultural contexts, develop literal and inferential comprehension skills, identify with practicing authors, engage in self-selected reading on topics which are personally or culturally relevant and interesting to them, or use reading as a tool for learning subject matter if their only option, especially as newcomers to the United States, is to operate in an English-only mode when reading.

English aural/oral language development closely articulated with readings presented in English is critical. Ideally, however, primary language reading should be pursued through decoding to at least basic inferential comprehension levels before formal English reading instruction begins. Criteria for the effective introduction to formal English reading should be established which include standards of English aural/oral language development and primary language reading proficiency levels to be met before the effective introduction to formal English reading is accomplished. Initial reading in English should focus on what students can already understand and say in English. Any other reading instruction in English should be previewed with discussions of content and context to establish purpose, interest, and expectations for LEP students. Also, to the extent possible, readings should be accompanied by many contextual clues as well as teacher-student and student-student interactions in order to optimal comprehension and skill development for the non-native speaker.

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The school should support oral language and literacy activities in the home in the students' and parents' stronger language as a basis for eventual positive outcomes in English reading at school. Classroom and library collections should reflect varieties and quantities of primary language reading materials which are proportionate to the ratio of students in the school with a language other than English.

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READING

Student Input Factors

1. Reading proficiency in English
2. Reading proficiency in the primary language
3. Oral language proficiency in English
4. Interests, talents, experiences
5. Previous program treatment
6. "Common" or "uncommon" primary languages

Educational Background Factors

1. Language competencies of staff
2. Availability of primary language materials for class and library
3. Criteria for the formal introduction of English reading
4. Capacity for teaming or cross-grade or cross-classroom grouping
5. Methodological biases and competencies of the staff
6. School and district budget priorities
7. Reading goals for language minority students
8. Assessments for diagnostic and achievement purposes in English and the primary language

Instructional Treatment Factors

1. Synthetic (phonics) and analytic (language experience) approaches to reading
2. Participation in primary language only, English only, or two-language reading programs
3. Articulation between ESL intruction and English reading
4. Reading for meaning vs. decoding only

Community Background Factors

1. Primary language literacy resources in the community, e.g., library, community language schools, organizations, biliterate adults, etc.
2. Educational background of the parents
3. Majority and minority community preferences for language and method in teaching reading
4. Capacity for support of oral language development and literacy in students' homes

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USING BILINGUAL PROGRAM RESOURCES TO SUPPORT LEP STUDENT SUCCESS IN WRITING

Since productive language skills are often a function of receptive skills, writing instruction should naturally develop from and maintain a close relationship to aural comprehension and reading proficiencies. That is, LEP students should be encouraged to write in English what they can understand and/or read in English. In addition, independent second language writing is best preceded by discussions, guided oral and written activities, and readings using language related to the topics, purposes, forms, and audiences to be accommodated in the writing exercise. Whereas this kind of "preview" is good practice with native speakers of English, these types of pre-writing activities is critical for the success of the LEP writer in English.

Also, since second language writing competencies seem to develop in direct proportion to the student's writing competencies in the primary or home language, and since it appears that only "strong" skills transfer from one language to another, it is important that the native-language writing program for LEP students be parallel in content, method, goals, and intensity to the English writing program. As with reading, the introduction of formal English writing for LEP students should occur only after at least minimum levels of primary language writing and English comprehension,

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speaking, and reading proficiencies have been met. Where the former proficiencies cannot be met because of lack of staff or materials, at least the English proficiencies should be established before formal English writing begins. Prior to this point, informal writing, closely articulated with the ESL program and utilizing a language experience approach, provides for a natural transition into eventual full participation in the English language arts program.

Initial discourse writing activities in the primary language or English should focus on content, expressing a message, writing for a specific purpose which is not the writing itself, and students should generally strive for meaning rather than formal correctness as a primary goal. A focus on form, e.g., punctuation, spelling, paragraph structure, format, etc., is appropriate as a second stage to the writing process for the LEP student. That is, "editing" what has already been produced is an appropriate context to introduce and practice the formal writing conventions, although it should not be applied to every piece of writing. Errors, especially for writers in a second language, are considered to be a natural part of the developmental process and, at certain stages, may be impervious to correction. Continued attention to error correction at these stages often has little effect except for that of producing undo anxiety in students and distracting them from the communicative-functional purpose of the writing task.

Finally, some consideration should be given to LEP students' personal interests, experiences, and concerns in deciding topics for writing exerises. The fears and hardships of both the legal and illegal immigrant, social and economic issues of parents and community, family relationships in a new culture, adjustments to new life styles are the kinds of areas which are naturally relevant and motivating the LEP student. Written expression on such topics also provides a basis for the kind of crosscultural discussions and sharing which can raise the status of the language minority child and enrich the classroom experience for everyone.

WRITING FACTORS

Student Input Factors

1. Comprehension, speaking, reading, and writing proficiency in English and the primary language.
2. Current school and non-school related interests and concerns of the student.
3. Cultural values, customs, and ideals of the student.
4. Educational and occupational aspirations of the student.

Educational Background Factors

1. Language competencies and placement of staff.
2. Staff competencies and methodological preferences in teaching writing to native as well as non-native speakers.
3. Availability of reading, content, and assessment materials in the primary language.
4. Program design and goals related to bilingualism.
5. Relationship of the primary language graphemic system to the Roman alphabet.
6. Degree to which the primary language and English language arts program are analogous or parallel.

Community Background Factors

1. Social, economic, family, and cultural experiences and concerns of the language minority community.
2. Opportunities to write in English and the primary language outside of school.

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3. Educational and occupational aspirations of the parents.
4. Attitudes of the majority population toward the use of the primary language of the LEP student.
5. Availability of printed materials in the primary language in the community and the homes of the LEP students.
6. Literacy level of the parents and the possibility of their promoting writing in the home and community.

Instructional Treatment Factors

1. Amount of time and purposes for which the primary language is used for language arts and content instruction.
2. Amount of pleasure reading promoted for students.
3. Limited focus on error correction and form as opposed to writing for specific communicative purposes and fluency, especially in initial stages of first or second language writing.
4. Relevancy and inherent student interest in the writing topics.
5. Articulation between the ESL program, in terms of oral/aural and reading skills, and the formal as well as the informal English writing program for LEP students.
6. Assessments which are limited and appropriate to only selected aspects of the student writing under scrutiny, e.g., evaluation of form, function, clarity, fluency, format, content, originality, etc.

USING BILINGUAL PROGRAM RESOURCES TO SUPPORT LEP STUDENT SUCCESS IN ORAL LANGUAGE

Oral language development, i.e., aural comprehension and speaking skills, should be provided to LEP students in their primary language first, to the degree it is possible. Certainly in the early stages of development of the bilingual child, it is both more efficient and effective to develop academic skills, including oral language, through the language in which the child is most proficient. Since most academic skills, even in this area, tend to be non-language-specific, that is, they are not unique to the English language alone, most of what LEP students might learn in through their primary language will transfer to English. This is possible when two conditions are met: (1) the skills have to be well-mastered in the primary language since only strong skills transfer, and (2) the student must develop sufficient proficiency in English in order to express effectively what has been acquired through the first language.

This does not imply that English language development be postponed, however. Rather, it is possible to develop higher-level oral language skills immediately with LEP students through their primary language in a program which is parallel to the English oral language curriculum. A simultaneous program of English oral language development designed for the non-native speaker should also be provided moving from survival skills into the kinds of skills which will eventually support mainstream English academic instruction. This dual approach, to the degree possible, provides LEP students with optimal opportunities to have access to the core curriculum and to make normal progress through it.

Since oral language skills are basic to the development of literacy skills, there should naturally be very close articulation between the two programs. This is especially critical for LEP students working in their second language, English. The listening-speaking-reading-writing sequence should be followed as closely as practicable, and oral language lessons in English for LEP students should serve as "previews" for whatever reading and writing activities are to follow.

The oral language program in English for LEP students should look different than that which is provided for native speakers, even native speakers of non-standard English. It should address the practical personal and academic needs of the non-native student and not presuppose, as is true of the program for native speakers, tens of thousands of hours of practical and academic experience with the language. For example, beginning LEP students need personal and academic survival skills first. Everyday school and home vocabulary, basic interrogatives, phrases for common situations, and extensive work with comprehension as opposed to speaking

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should be part of the beginning LEP student's oral language program. In other words, lessons should be organized around common activities, tasks, situations, or notions (e.g., praise, exaggeration, apology, request, assertion, joy, gratitude, etc.) as opposed to a primary focus on grammar or pronunciation. A focus on formal correctness is appropriate only after a baseline proficiency has been established with a given structure.

English oral language development may be provided in specific language lessons or in content lessons, especially those which lend themselves to the use of contextualized language. A highly contextualized lesson is one which is rich in non-linguistic or paralinguistic clues; in the case of LEP students, more such clues should be used than would be normal for native English speakers in the same context. The function of such clues is to enhance the comprehensibility of the oral or written language being used, especially for the student not likely to understand all of the words. The effect of making English language instruction optimally comprehensible is to promote the acquisition of both subject matter as well as language skills.

A second major technique for enhancing the comprehensibility of instruction for the purpose of promoting oral language development is to arrange for as much teacher-student and student-student interaction as possible. Group or paired work where students must work interdependently to accomplish some task, and where native and intermediate or advanced non-native students are mixed, is one way of encouraging effective, native-like oral language development. Effective teacher-student interactions can be accomplished through the use of more referential than display questions in class. For example, referential questions are those to which the teacher does not know the answer such as, "Have you ever seen a rice field from a plane?", "Have you ever mixed these two chemicals together?", or "What was the best poem you ever read?". Unlike display questions where everyone knows that the teacher knows the answer, e.g., "Is this an exo- or endo-skeleton?", referential questioning establishes a relationship of "informational equality" between student and teacher. This relationship is quite conducive to the kind of "negotiation of meaning" needed by second language acquirers for effective content acquisition as well as oral language development. As an instructional approach, the techniques presented above are sometimes known as "sheltered English".

Finally, whatever the nature of the lesson or teaching techniques, instruction for oral language development should be successful in promoting (1) high motivation through the use of intrinsically interesting and relevant activities, (2) high self-confidence through the minimal and judicious use of error-correction, and (3) low anxiety through a focus on getting something accomplished using language in a context of criteria 1 and 2. Because speaking is an

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inherently public and, therefore, anxiety-producing activity even for native speakers, careful attention to these three criteria and to the above-mentioned techniques and general considerations are critical for an efficient, effective, as well as satisfying oral language program for the LEP child.

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ORAL LANGUAGE

Student Input Factors

1. Diagnosed level of primary language as well as English oral language development.
2. Self-confidence and attitude toward oral language use in various classroom contexts.
3. Experiences, interests, concerns and immediate English language needs of the student.
4. Students' social language use patterns as expressions of a different cultural norm.
5. Student occupational aspirations as they relate to oral language skills.

Educational Background Factors

1. Bilingual language competencies and placement of the staff.
2. School policies on the use of languages other than English in various school contexts.
3. Teacher training in oral language development for bilinguals and the use of English with non-native speakers for content instruction.
4. Ability of the program to assess oral language development in English and the primary language.

5. Ability of the program to encourage LEP parents to support oral language development in the primary language in the home.

6. Primary language curriculum and materials parallel to that of the English oral language curriculum.

7. English oral language curriculum and materials designed for the non-native speaker.

Community Background Factors

1. Status in the community of the primary language of the LEP student in comparison to English.

2. Parents' ability to promote high-quality language interactions between themselves and their children, first in the primary language and eventually, if possible, in English.

3. Sociolinguistic norms for language use common to the language and culture of the LEP community.

4. Linguistic and occupational aspirations of the LEP parents for their children.

Instructional Treatment Factors

1. Primary focus on communicative function, notion, situation, task, or activity as opposed to structure or form, especially for the beginning and intermediate LEP student.

2. Sheltered content instruction designed specifically for the intermediate or advanced LEP student using materials,

contextualized language, referential questions, and student-student interactions appropriate for the intermediate to advanced LEP student.

3. Delivery of a primary language oral language curriculum which is parallel and simultaneous with instruction in English language development for the non-native speaker.

4. Oral language instruction which promotes high motivation, high self-confidence, and low anxiety for the LEP student.

5. Implementation of the bilingual oral language program in close articulation with and support ofthe bilingual literacy program and subject matter instruction.

USING BILINGUAL PROGRAM RESOURCES TO SUPPORT LEP STUDENT SUCCESS IN HISTORY-SOCIAL SCIENCE

Quality instruction in History-Social Science for LEP students should be organized around two goals; the primary goal of curriculum mastery and the secondary goal of English language development.

To accomplish the primary goal, the History-Social Science teacher should be familiar with the LEP student's diagnosed developmental level, previous experiences, concerns, and interests as they relate to the subject area. This knowledge can then be used by the teacher to design instruction which is relevant, motivating, and neither too far below nor above the student's current level of cognitive-academic development.

Particular attention should be given to understanding the historical, cultural, economic, or political relationships between the U.S. and the countries represented by the LEP students in class. Whenever possible, LEP students as well as bilingual community members should be used as resources in class to bring life and perspective to the historical events and concepts under study. Notwithstanding obvious contrasts among cultures and political systems, the similarities or universals among peoples should be the ultimate unifying focus.

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Upper level LEP students should be given opportunities to work interdependently and cooperatively with native speakers whenever possible. In general, however, the more language-dependent the activity, and the lower the proficiency in English, the more opportunity LEP students should have to learn through the medium of their primary language. For this purpose, primary language materials should be developed or selected to address at least the same concepts and skills as those in the English curriculum.

To accomplish the secondary goal of English-as-a-second-language development, instruction may include vocabulary development, reinforcement of selected writing conventions, exposure to correct usage, and activity or task-based interactions between native and non-native speakers. These strategies should be accomplished without appreciably distracting from the primary focus of teaching and learning the subject matter.

In addition, close articulation and planning between the ESL and History-Social Science programs should help students in ESL preview and practice language required during subject matter instruction. This articulation should also help the subject matter teacher maintain familiarity with the language competencies of the LEP students at any given time so that any instruction in English might be better designed for maximum comprehensibility.

HISTORY-SOCIAL SCIENCE FACTORS

Student Input Factors

1. Language proficiency in English and the primary language, including literacy skills.
2. Social science education acquired in the past and concepts with which the student may already be familiar.
3. Student experiences with contemporary historical events in the U.S. or other countries.
4. Values, customs, and ideals common to the student's home culture.
5. Student interests and concerns in the area of social science.

Educational Background Factors

1. Language competencies and placement of the staff.
2. Availability of primary language social science materials which are analogous to those used in the English version of the curriculum, as well as sheltered or out-of-level materials in English.
3. Ability of the program to assess progress through the curriculum in English and the primary language.
4. Ability to individualize instruction by language dominant groups when necessary.
5. Teacher training in cooperative learning, classroom simiulations, questioning techniques, and sheltered English.

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Community Background Factors

1. Historical and current relationship between the U.S. and cultures represented by the LEP students, i.e., dominated, subordinate, or autonomous.
2. Relationship between the cultural values and experiences of the LEP community and those of the U.S.
3. Linguistic, economic, political, and educational aspirations of the LEP community.
4. Major interests and concerns of the LEP community.
5. Political orientation of the LEP community.

Instructional Treatment Factors

1. Appropriate use of the primary language, sheltered English, and mainstream English, supported by appropriate instructional materials, as media for oral and written instruction.
2. Use of cooperative learning, classroom simulations, and higher-level questioning techniques.
3. Grouping and appropriate leveling of instruction in both English and the primary language based on a diagnosis of language proficiency and the previous social science learning of the LEP students.
4. Articulation with ESL instruction, especially in the area of vocabulary development, usage, and writing.
5. Assessments which match the language, format, and mode of instruction.

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6. Focus on the contributions and influences of other cultures on the U.S. government and culture .
7. Personalizing of instruction to take advantage of previous student experiences, interests, and concerns.

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USING BILINGUAL RESOURCES TO SUPPORT LEP STUDENT SUCCESS IN SCIENCE

The science program can be divided into two kinds of classroom activities: (1) those which are decontextualized or language dependent and (2) those which are more contextualized or less language dependent. The former require students to understand well the language used as the medium of instruction, since few contextual or non-linguistic clues are available to clarify meaning. These activities include reading and writing exercises as well as teacher or student presentations or explanations where realia, visuals, demonstrations, or simulations are either not provided or are not particularly appropriate. Bilingual staff are best prepared to provide this type of instruction through the medium of the student's primary language. The latter kind of activity involving language which is accompanied by a rich source of contextual clues may be conducted in English, especially for intermediate to advanced LEP students. Here, monolingual English speaking staff can be trained to provide sheltered English instruction to non-native speakers. Such instruction would be characterized by more non-linguistic clues and more teacher-student and student-student interactions than would be normal for science lessons provided exclusively for native English speakers.

Science curriculum and supporting materials should be parallel and analogous in both English and the primary language, That is, an undiluted science curriculum should be accessible to all students through mainstream English, sheltered English, or primary language instruction. Certainly ESL instruction should be closely articulated with the science curriculum, especially for intermediate and advanced LEP students who are receiving much of their science instruction in English. Passive or comprehension vocabulary are the first priority with the mastery of a more active speaking and written proficiency in science-related language following suit. This type of instruction serves as a critical preview or advanced organizer in order for the LEP student to meet more successfully the demands of subject matter mastery in their weaker language, English. However, LEP students working in their native language in the science curriculum should also have the benefit of similar articulation between the primary language development program and their science program.

Since science lends itself so naturally to student-centered activities, classroom lessons involving experiments, observations, surveys, data collection, projects, and demonstrations should be organized so that students might work interdependently with one another to complete the task. Work groups could include both low and high achievers, and LEP as well as FEP or English-only students. Bilingual students serve as liaisons or brokers in

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such activities between LEP and English monolinguals. Reward structures should be set up to be contingent upon everyone in each group contributing to the completion of the group task. Written materials, including instructions, worksheets, and assessments should be provided in both English and the primary language of the LEP students. Such two-way, interactive, and interdependent tasks result in dual gains for LEP students and their classmates in both language acquisition and the mastery of the subject matter.

A final consideration involves role models from the community or even from within the ranks of the students themselves. Not only should students be exposed to the appropriateness of both males and females having interests, aspirations, or occupations in science, but also to the reality of people trained and working in scientific vocations who represent a variety of ethnic backgrounds. The science program should, thus, provide some opportunity for LEP students to read, hear about, or actually meet persons of their own ethnicity, especially from the local community, who have training in a branch of science, be it medical, physical, natural, agricultural, veterinary, computer, environmental or any other science-based field. The study of current scientific contributions, Nobel Prize winners, and historical figures should highlight the nationality, sex, and ethnicity of those who have contributed to the scientific domain of human understanding.

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SCIENCE

Student Input Factors

1. Language proficiency in understanding, speaking, reading. and writing in both English and the primary language.
2. Diagnosed level of science mastery or previous educational experiences and outcomes with regard to science.
3. Diagnosed level of math proficiency, especially as it relates to the demands of the science curriculum at a given grade level.
4. Student interests, curiosities, concerns, aspirations, and attitudes related to science.
5. Previous first-hand experiences with science-related persons or activities.

Educational Background Factors

1. Language competencies and placement of staff in relation to the language backgrounds and grade level placement of the LEP student population at the school.
2. Staff interests and professional preparation in specific areas of the science curriculum.
3. Nature, extent, and priority of the science curriculum at the school and in the district.
4. Basal, supplementary, reference, and supportive materials and equipment available to conduct a parallel primary language/English science curriculum.

5. Policy of articulation between the science program and the ESL as well as primary language development programs.
6. Staff preparation in the use of sheltered English and primary language science instruction.
7. Staff preparation in student-centered, bilingual cooperative learning activities.

Community Background Factors

1. Community goals and attitudes toward particular scientific activities or science in general.
2. Science-related occupations and activities present in the community.
3. Ethnic composition and the stereotypic roles of the various ethnic groups in the community.
4. Ethnic minority persons working in science-related fields in the community.
5. Educational aspirations of the LEP parents for their children, especially in the area of science.
6. Educational preparation of and capacity for student support and motivation by the LEP parents.

Instructional Treatment Factors

1. Application of the science curriculum at the students diagnosed level of language and science proficiency.
2. Primary language instruction and assessment with appropriate and varied materials in the more abstract,

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literacy-related, cognitively demanding, language dependent areas of the science curriculum.

3. Sheltered English instruction for intermediate and advanced LEP students characterized by a focus on subject matter rather grammatical form, the use of extensive contextual clues during instruction, native-to-non-native modifications of teacher speech and English written materials, and the promotion of extensive student-centered interdependent interactions.

4. Preview of the language needed in upcoming science lessons provided in the ESL and/or the primary language development program.

5. Presentation of a variety of ethnic minority persons who are interested in, work in, or have contributed to the advancement of the sciences.

6. Training of parents and bilingual community members on the nature and goals of the science program.

STATE FRAMEWORKS AND HANDBOOKS

Reading

Reading Framework for California Public Schools

Handbook for Planning an Effective Reading Program

Language

Handbook for Planning an Effective Writing Program

English Language Framework

Mathematics

Mathematics Framework

Handbook for Planning an Effective Mathematics Program

Science

Science Education for the 1980s

Science Framework for California Public Schools

Science Framework Addendum

History-Social Science

History-Social Science Framework for California Public Schools

Fine Arts

Visual and Performing Arts Framework for California Public Schools

STATE K-8 CURRICULUM GUIDES

English/Language

Foreign Language

History-Social Science

Mathematics

Physical Education

Science

Visual and Performing Arts

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X. PROGRAM REVIEWS

As a strategy, SIP was based generally on the premise that school improvement depended on initiatives taken at the school site by principals, parents, teachers, and students. One element of the SIP model, however, involved direct outside intervention in the local improvement effort: All schools participating in SIP are subject to regular "program reviews" by a team of outside evaluators.

A review could last from one to three days, depending on the scope of the school program. During that time, the evaluators--a specially trained group of practitioners and state consultants--examined the base academic program in a school, reviewed the support services available, and assessed whether progress was being made in meeting the school's stated improvement goals and objectives. In addition, the team determined whether the school was complying with the state regulations pertaining to programs funded under the consolidated application.

The purpose of the compliance aspect of the review was to ensure that funds allocated to schools were expended for the purposes originally intended. The purpose of evaluating the quality of the school's SIP implementation is twofold: First, to help the local schools meet their improvement objectives, by providing feedback about areas of strength and weakness in the school program and suggesting ways that further improvements could be achieved; and, second, to provide information to the state regarding the success of program implementation among schools within particular districts. Under the SIP legislation, average program review scores of schools within a district determined in part the allocation of expansion funds to that district. In practice, however, the latter purpose of quality reviews had little meaning, since there were no expansion funds awarded directly to districts since 1978.

A. VARIATIONS IN PROGRAM REVIEWS

The relative emphasis between the quality and compliance aspects of a program review has varied among individual reviewers, with some being much more compliance-oriented than others. Under ECE, when program reviews were called Monitor and Review (MAR) visits, the school evaluators reported quality and compliance findings on different instruments. The quality aspect of the review focused on three issues--whether the ECE implementation was proceeding according to the school plan; whether progress was being made in the effort to restructure the school program in such areas as parent involvement, the learning environment, and the use of resources; and, third, what overall school quality had been established.

Under SIP, the quality portion of the review was modified. During the time peiod of the research for this report, it focused on "what" and "how" students were learning, on the learning environment, and on the effects of staff development, parent participation, district support, and the School Site Council on instruction. In addition, it examined the process and effects of planning and evaluation. If the school received compensatory education funds or had a large number of bilingual students, the review also examined programs in those areas. For each of the covered areas, the reviewers judged the quality of the program, checking one of seven boxes ranging from "low" to "high." Second, the reviewers marked a checklist of possible strategies that might be followed to bring about further improvements in each quality area. In order to prepare them to make these observations and judgements, the state conducted regular training sessions for program reviewers. School faculty and administrators were encouraged to take the review training, not only because the state would like to see more practitioners involved in program reviews, but also because the training experience was seen as worthwhile on its own merits.

Under ECE, program reviews were directed by the state. But the SIP legislation transferred some of the responsibility for conducting program reviews to districts. It authorized two or more districts to join together (possibly with a county office) in a consortium for the purpose of conducting program reviews in schools in their own area. The reviewers had to undergo the same training as state-directed reviewers, and the instrumentation and procedures used in the review had to be the same as those used by the state. In each case of a consortium review, a majority of team members had to be from districts other than the one in which the review was being conducted. In 1982, there were 25 consortia in the state, conducting about half of all program reviews--or about 400-500 out of a total of about 800-1000 each year.

As with other aspects of SIP implementation, we saw considerable variation in the use of program reviews. First, the reviews themselves varied widely in style and quality, depending on the reviewers and on whether the reviews were state- or consortium-directed. Second, schools vary in their experience of a program review. In some schools, the staff prepared for them extensively, and conducted their own self-reviews. Others hardly bothered. Some teachers and administrators were unnerved by a review; others took them in stride.

B. PROGRAM REVIEWS AND SCHOOL IMPROVEMENT

As can be seen from Table X-1 (from our survey results), teachers were quite mixed in their ratings of the usefulness of program reviews. About one third of the teachers we interviewed felt that their most recent program review was very useful to the school, one third felt it was moderately useful, and one third felt it was only slightly useful or not useful at all. Secondary teachers were somewhat more generous than elementary teachers in their rating of program review usefulness, perhaps because reviews had a longer history in elementary schools and were no longer as useful at that level as they once were.

When program reviews were considered as useful, they helped school improvement; however, they were often not considered very useful. In view of this, our analysis has concentrated on two general tasks. First, we will discuss the role that useful program reviews played in an improvement effort. Second, we will examine the problems with program reviews, in order to understand why they were not useful more often and to determine what could be done to improve them.

PROGRAM REVIEW USEFULNESS

We learned that program reviews were useful in many ways, only some of which were associated directly with improvement. The useful aspects of program reviews are:

- Program reviews helped invigorate the implementation of the SIP model. Some program review served to keep a school targeted on the improvement tasks it had set for itself. The review was an opportunity for a school to reflect on its progress in implementing the plan, its commitment to a collaborative approach,

TABLE X-1

TEACHERS' RATINGS OF PROGRAM REVIEW USEFULNESS TO SCHOOL

	Total (n=1149)	Elementary (n=907)	Secondary (n=242)
Very Useful	35%	34%	42%
Moderately Useful	32%	31%	32%
Not or Slightly Useful	33%	35%	26%

its organizational climate, its receptivity to parents and other community members, its use of the School Site Council, its program for staff development, and other aspects of the SIP process. We observed several cases in which a well-timed and well-conducted program review helped bring a school that had drifted away from the SIP model back on course. Teachers, principals, and SIP coordinators told us of program reviews that had the effect of re-focusing a school, mobilizing the faculty to recommit themselves to goals that were established two or three years earlier.

- Program reviews helped bring expert analysis to a school, helping the staff to identify areas of strength and weakness in their program. It can be difficult for teachers, parents, and administrators in a school to gain sufficient perspective on their work to recognize what is being done well and what needs to be improved. Outside reviewers, especially when they were well trained and had the experience of several school visits behind them, were sometimes able to notice achievements or deficiencies that were taken for granted or overlooked by the people who worked in a school every day. Schools rarely had the opportunity to receive such expert criticism, and good program reviewers were often appreciated.

- Program reviews helped bring new ideas to a school. In addition to saying what's wrong in a school, program reviewers were supposed to offer practical advice on how things could be improved. The suggestions were not always helpful, but we have several examples where they were. In one school, for example, reviewers felt that the teachers were not making an effective use of their aides. They offered some ideas of how the aides' responsibilities could be enlarged; the changes were made; and everyone agreed that the situation was improved. In that case, the suggestions were formal; we have also heard many times of reviewers offering informal advice, usually to individual teachers. Many of the reviewers, of course, work in schools in their own districts and are able to share ideas that have worked for them.

- Program reviews helped validate the school effort. Sometimes teachers, parents, and administrators needed only to be told that they were doing everything right. In some cases, they had taken a bold initiative and needed to know whether they were proceeding wisely. Or, they just needed a morale boost. We saw many cases where program reviews did not result in any significant new insights, but where high ratings gave staff and parents a heightened feeling of pride in their school.
- Program reviews helped develop a more positive attitude towards evaluation. In many schools, the attitude toward evaluation had been at best cool. Teachers had been reluctant to let visitors into their classrooms, and administrators had even been reluctant to let outsiders into the school. Successful program reviews helped change these attitudes in some cases. Most important, program reviews paved the way for self-reviews, and encouraged teachers to become more reflective in their work and conscious of their own teaching and their effects on students. In the process

of being prepared to evaluate other schools, some reviewers learned as well to be more evaluative in their work in their home schools and districts.

- Program reviews helped educate teachers and administrators about SIP as a program and school improvement as a process. One elementary school we visited had a principal who had been transferred there from a non-SIP school. He told us that he had brought with him a negative attitude toward SIP and was not anxious to work with a School Site Council or become involved in the plan-writing or the paperwork that is associated with the program. His attitude was changed, however, as a result of a program review that was conducted in the school just a few months after he arrived. The lead reviewer was able to explain the idea behind SIP in a way that he had never heard, and he became persuaded that it was a worthwhile program. We have other stories as well of program reviewers educating teachers about the SIP program and the school change model that it represented. This is a particularly useful aspect of program reviews where the district administration has been lax in communicating information about SIP to local schools, or where it has actually spread misconceptions about the program.

- Program reviews helped serve as a stimulus or catalyst for action. Sometimes the program review was more important as an event than as a process. In this case, the school's experience of the program review was more important than the team's reports at its exit presentation. In the process of preparing for a review, some schools engaged in a complete "housecleaning." The plan was taken off the shelf and re-read, and every teacher took stock of what was happening in his or her classroom relative to what the plan said. These schools often conducted self-reviews and otherwise rehearsed for the official occasion. In these cases, the preparation was often more important than the actual review, and the review's main purpose was an excuse for a self-assessment.

- Program reviews helped to resolve stalemates or conflicts in a school. In some cases, the most important aspect of a review was to bring new people into a school, endowed with some official authority. Their view often carried considerable weight in the internal politics of the organization. The reviewers were seen as arbiters, or as neutral outsiders. Where the staff was divided over certain issues, the reviewers' opinion was taken by both sides as objective, and their "ruling" settled the case. Where some individuals had resisted suggestions put to them by their colleagues, they responded positively to the same suggestions put to them by friendly visitors. This benefit of a program review sometimes extended to a school's relationship with the district administration. We saw situations in which a school used its review ratings as evidence in support of a special request it had made for release days for staff development.

When teachers or principals told us program reviews had been useful to their schools, it was for one or more of the above reasons. As can be inferred, some of the useful aspects of program reviews were not linked to school change. Some program reviews were useful because they strengthened a principal's or a school's argument, without necessarily leading to improvement. But many of the useful results of a program review were associated with school improvement.

PROBLEMS WITH PROGRAM REVIEWS

Given the variety of ways that program reviews can be useful to a school, we might have expected teachers to rate them high. But only 34 percent of elementary teachers and 42 percent of secondary teachers considered their most recent review to have been useful. Considering the expense that reviews involve, both in time and in money, these findings suggest that there were significant problems with program reviews affecting their usefulness and, in turn, their contribution to school improvement.

The main reason that reviews were not useful more often was that many of them are simply not good reviews. Teachers were asked on the survey to rate the quality of the program review they had experienced. In effect, we asked them to "review" the reviewers and the review process. Table X-2 indicates the results. Fewer than 40 percent of the teachers felt they had received a high quality review.

Problems in program review quality, as cited by teachers, parents, and administrators, fall primarily into four categories: Problems with the overall design; problems with the review instrument; problems with individual reviewers or the review team as a whole; and problems with the conduct of the review. We will discuss each category briefly.

- Problems with the program review design. In the opinion of some people, the usefulness of program reviews was limited by flaws in the overall review design. Perhaps the most common charge was that the review was too ambitious in its aim to evaluate the

TABLE X-2

TEACHERS' RATINGS OF QUALITY OF PROGRAM REVIEW

	Total (n=1158)	Elementary (n=909)	Secondary (n=249)
High Quality	38%	39%	36%
Moderate Quality	40%	39%	43%
Low Quality	22%	22%	21%

entire school in just two or three days. What often happens, critics said, was that the review was superficial; if it could have been more highly focused, the observations and suggestions that came out of it would have been more valid. Others criticized the review design because of the relative emphasis placed on quality versus the compliance aspects of the evaluation. Some people found the quality comments most useful and thought the compliance issues should have been de-emphasized; others that the quality observations were usually too abstract to be of much help, and that the review should have been limited to the compliance portion.

A third problem with the design of the program review, according to some participants, was that it was tied too closely to the school plan. The basic tasks in a program review, they say, were to determine whether a school plan was addressing the basic problems in a school and to find out how much the school plan was put into practice. This approach may be incorrect, because it could mean that the review dwelled on appearances rather than substance. Finally, some parents, teachers, and administrators said that the emphasis on numerical scores detracted from more important qualitative criticisms and suggestions.

- Problems with the instrument. Another set of problems generic to all reviews consisted of those related to the review instrument. Some people believed that the choice of topics for investigation reflected a bias towards a particular educational philosophy. In some schools, for example, parents and teachers were much more concerned with what students learn than with how they learned it, and they felt that the reviewers were misguided if they were too concerned with the latter issue. Additionally, the checklist and rating format was objectionable to some people.

- Problems with the reviewers. The most important factor determining the quality of a program review was simply the quality of the reviewers. Sometimes reviewers had been of little use because they were too inexperienced to do a good job, poorly trained in review procedures, or simply incompetent. Alternatively, reviewers' backgrounds were occasionally inappropriate for their review assignment. We heard complaints, for example, about reviewers in secondary schools with no firsthand experience in secondary schools, and about reviewers from large urban districts visiting small rural districts and not being able to appreciate the differences between the two situations. In either case, the quality of the review suffered. Finally, some reviewers created problems in a school because they lacked basic communication skills or simply were perceived as having a bad attitude.
- Problems with the conduct of the review. The quality of program reviews varied from school to school not only because of inconsistency in the quality of the reviewers, but also because of inconsistencies in the way the reviews were carried out. Some of the common problems were: impractical suggestions, insufficient clarity, too little feedback, a mismanaged exit presentation, conflicts within the review team, lack of direction by the lead reviewer, and a procedure that was strictly "by the book" rather than shaped by local circumstances.

In summary, the quality of reviews were subject to the limitations of the review design and instrument. Beyond that, review quality depended on the reviewer and on the way the review was conducted. In a high quality review, the reviewers were able to identify strengths and weaknesses skillfully, make suggestions imaginatively, and present their findings tactfully. The reviews were carried out smoothly, with attention to harmonious yet professionally distant relations with school personnel, and were styled to match local circumstances, so that the review fitted practically into the ongoing life of the school.

Though review quality determined a large part of review usefulness, the usefulness of a review did not depend solely on its quality.

Program reviews were of limited usefulness, regardless of their quality, when they did not occurs in the proper school environment. This can be seen in several ways. We saw, for example, cases where a review came at the wrong time--when the staff was preoccupied with other concerns, or when conditions were not right for the review recommendations to be implemented. Similarly, reviews were not perceived as useful when there were obstacles in the school that block change in the areas targeted by the review team. More important, our research indicates that for a program review to be useful, a school must be commited to the entire SIP approach to educational change, of which the program review is but one part.

With reference to the support systems that underlie review usefulness, we found important differences between elementary and secondary schools. At the elementary level, district support for SIP was important; at the secondary level, an effective SSC was more important. There was probably no other area of SIP implementation at the elementary level where district actions and attitudes were more criticial than they are with respect to program reviews. In the past, the level of expansion funding that a district was to receive depended on its average program review scores, so districts naturally were interested in seeing that their schools did well. We often heard that districts became concerned with the quality of a school's SIP implementation only at program review time, and then district personnel took the lead in seeing that schools were prepared for a program review. In many cases, the district required schools to carry out a mock review and supervised that exercise. In other cases, they exhorted the school to "shape up."

When districts supported SIP, they usually stressed the positive aspects of program reviews, and their preparation of the schools reflected that outlook. When they saw SIP primarily as another categorical program or as a funding source, they were more likely to present the program review as an event upon which the continuation of funding depended, even though this was basically inaccurate. Some district administrators emphasized the compliance aspects of the program review, because they appeared to want their teachers to take the review seriously. It is not surprising, therefore, that teachers' perceptions of the usefulness of a program review depended heavily on whether they felt their district supported SIP. When district administrators provoked a "program review phobia" among teachers, the reviews were less useful. When they presented the review as an event intended to help schools, teachers' attitudes toward it were more positive.

Since secondary schools were not affected by the amount of expansion funding awarded to a district, program review usefulness was less dependent on district support. But some leadership on behalf of the SIP program still seemed necessary, if the reviews were to be taken seriously. Our research indicates that this role was sometimes played by the secondary SSC. In the absence of a strong district presence in secondary schools, effective SSCs sometimes educated the staff to the useful aspects of program reviews. Furthermore, they took the lead in seeing that the suggestions for change emerging from a program review were implemented.

In our fieldwork, it became obvious to us that program reviews were not useful to a school unless conditions were right. We saw that teachers had to take them seriously and not be too focused on the numerical scores. We saw that leadership was necessary if the reviews were to be valued, and that principals could play important roles in this regard, in addition to the district administration and the SSC.

In short, program reviews were useful in some places and not in others, depending on the schools' qualities. We believe they may even have had the effect of widening the gap between "strong" and "weak" schools. Schools that were open to change and able to move effectively sometimes improve under them; schools that were not ready for reviews did not benefit and may even have been hurt by them.

CONSORTIUM REVIEWS

As explained earlier, the SIP legislation authorized school districts to form a consortium for the purpose of conducting program reviews within local schools, in lieu of state intervention. It was hoped that this would result in higher quality and more useful reviews, since the reviewers (who would be drawn from the ranks of local district and school personnel) would be more familiar with the local setting and would be better able to offer insightful and helpful recommendations. Our research, however, suggests that this has not happened. Consortia reviews were no better or worse than state reviews.

On the basis of fieldwork interviews and responses to open ended survey questions, we believe that there are both positive and negative aspects of consortia reviews, and that these effects cancel each other out, such that the data show no net effect in either direction. On the positive side, we have been told that consortia reviews were better timed and more closely coordinated with school schedules, meaning that they could fit more easily into ongoing school activities. We also heard that consortium reviewers were, as is expected, more knowledgable about a school than reviewers from a distant district or county office or from the state department would be. Finally, there tended to be more consistency between plan reviews, program reviews, and implementation assistance, since the same people were often involved in all three phases of support activity. On the other hand, school people often did not like the idea of neighboring district personnel evaluating them.